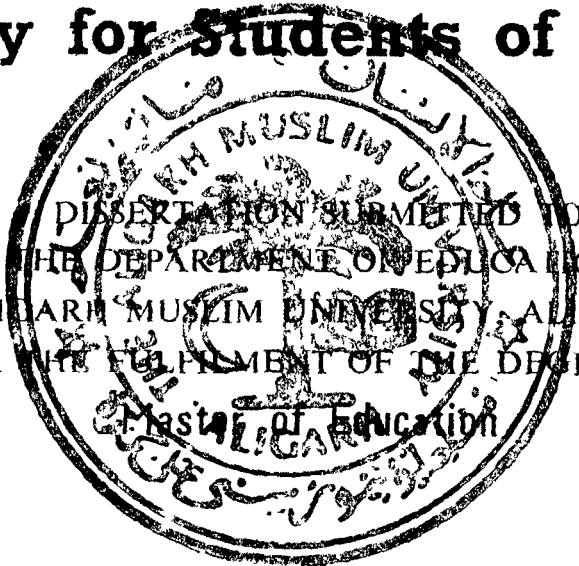




Construction of Achievement Test in History for Students of Class X



DISSERTATION SUBMITTED TO
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Master of Education

BY

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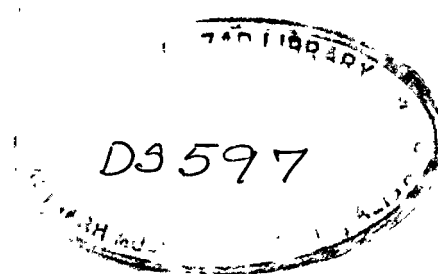
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A C K N O W L E D G E M E N T

This study was planned and carried out under the supervision of Mr. A.S. Sharique, Lecturer in the Department of Education. I owe my sincere thanks and a sense of gratitude for his valuable guidance in carrying it out.

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CERTIFICATE

This is to certify that the M.Ed. Project entitled 'Construction of Achievement Test in History for Class X' being submitted by Mrs. Fozia Ara in part fulfilment of the requirement for the degree of M.Ed. has been conducted under my supervision, and embodies her own work.

2.3.1984

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CHAPTER - I

ACHIEVEMENT TEST

An achievement test is an instrument designed to measure relative accomplishment in a specified area of work. There are two main types, general achievement test and diagnostic tests. There is no fine line of demarcation between the two. The general achievement test is defined by Lindquist¹ as follows:

" One designed to express in terms of a single score a pupil's relative achievement in a given field of achievement."

It means that the achievement test implies, sampling the entire field of work being tested and yields a single score indicating relative achievement. A diagnostic test is designed to reveal a serious strength and weakness in one or more areas of the field being tested. It assists the teachers in determining exactly where the learning or teaching is successful and where it has failed.²

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1. Herbert E. Hauker, I.F. Lindquist and C.R. Mann
" The Construction and Use of Achievement Examinations" Boston: Houghton Millin Company, 1936
Page. 23.
 2. William J. Micheals and M. Ray Karnes
" Measuring Educational Achievement "
New York Toronto London. MC Graw - Hill Book Company INC 1950 Page 24.

Most teacher - made tests are of the general achievement type. They yield a single score that is of little value for diagnostic purposes. However, a careful analysis of the results of such tests may provide important informations for diagnostic purposes, especially if the results on individual items are scrutinized thoroughly.

The achievement tests, have been in existence for centuries but it is a fact that criticisms of them, both destructive and constructive are by no means new. The actual work of improving the existing instruments has always lagged far behind the theory, and actual school practice has been behind of all. Inspite of the marked superiority of written examinations¹ over oral, pointed out by Horace Mann in 1945¹, the educators did not forthwith adopt the former to improve the latter. However as early as 1864 an English School master, the Reverend George Fisher evidently realising the subjectivity of ordinary examinations

1. Quoted by Ross " Measurement in today Schools"
III Edn. Prentice Hall INC Englewood Gliffs
Year 1956, Page 38.

proposed a "Scale Book" made up of "Various Standard
specimens arranged in order of merit ¹ " which seems
to have produced no lasting results ² " and for which
he suggested this explanation".

" Progress in the scientific Study of
Education was not possible until
people could be brought to realize
that human behaviour was susceptible
of quantitative study and until they
had statistical method with which to
carry their investigations."

Ayres makes a distinction between the "Inventor"
of educational measurement and the "Father" of the
movement. The latter distinction he awards to
Dr. Edward L. Thorndike. Thorndike and his students
were responsible for most of the early standard tests
and scales for measuring achievements. The first test
was the Stone Arithmetic Test published in 1908. The
next few years saw the appearance of scales and tests
in various fields. By 1927, there were already developments
in new directions which represented a distinct advance.

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1. Quoted by Edward L. Thorndike & Isacc L. Kardel in
Educational Measurement of Fifty years 1980-
Journal of Educational Psychology , Year 1913
 2. Ross: "Measurement in Today Schools"
III Edn. , Prentice Hall INC Englewood Cliffs
Year 1956, Page 38.

The earlier tests of achievements were largely of the general or survey type, which afforded a general all round measurement of the pupils' attainment in the subject, but did not give the detailed information required for remedial work. The next decade saw the development of various achievement test of the specific types i.e. in several fields appeared diagnostic tests whose function was to give specific information regarding pupils strong and weak points. Organisation of tests into batteries was another development in the right direction. In 1920, two such batteries appeared at first edition of the well known Stanford Achievement test, which with successive revisions, has continued to set a high standard. But these tests were by no means adequate to satisfy the needs of the class room teachers. Further more standard tests were quite expensive and school boards at that time were often relevant to bear this burden.

GENERAL ACHIEVEMENT BATTERIES

Various batteries of General Achievement Tests have been developed for surveying achievement in broad areas of subject matter. When such tests are given to the

students in Elementary or Secondary Schools, it is possible to identify areas of weaknesses or strength in the knowledge of the students. On the basis of tests given to all students, teacher is able to obtain information that can add materially to the effectiveness of instruction.

These tests endeavour to measure more than the attainment of skills and knowledge. The following test titles indicate the nature of the areas proposed¹ to be tested.

1. Understanding of basic social concepts.
2. Ability to do quantitative thinking.
3. Ability to write correctly.
4. General proficiency in natural sciences.
5. Ability to interpret Reading materials in the Social Studies.
6. Ability to read literary materials.
7. Ability to use important source of information.
8. Ability to recognise important word meanings.

The Stanford Achievement tests have been constructed especially for the primary and intermediate grades. Many other similar batteries have been developed for the various school levels, and in a variety of subject matter areas.

1. William J. Micheals & M. Ray Karpes
"Measuring Educational Achievement "
New York Toronto London MC Graw - Hill Book
Company INC Year 1950 , Page 25.

COURSE ORIENTED STANDARIZED
ACHIEVEMENT TEST

Another type of tests entitled as Standarized Achievement tests now also cover every conceivable subject matter area and with certain important exceptions, almost^{all} class levels.

Representative of the numerous course-oriented achievement tests currently available are the Cooperative Achievement tests published by the Cooperative Test Division of the Educational Testing Service and the evaluation and Adjustment Services published by Harcourt. The former are designed to measure the Educational Achievements of the Students in different academic subjects. The Cooperative Test Division claiming that the test results reveal areas of relative strength and weakness concerning the students academic achievement. The inadequacy of early test and the misuse of test results led to certain undesirable outcomes. Standarized Tests are important tools to aid teachers in understanding children. This in turn helps in the more satisfactory placement of the students and brings uniformity in admission and promotion.

STANDARDIZED ACHIEVEMENT TEST BATTERIES

The standardized achievement test batteries cover many or all, of the principal subject-matter areas mentioned in the foregoing paragraphs. Because the tests are developed by a single team or coordinated teams testing and subject-matter specialists, and because they are standardized on the same sample of students, by comparing the scores which the student made on the various subjects which composed the test battery, the testers can find out whether a given student has any outstanding variation, in the pattern of his achievement.

Achievement test batteries have been prepared for the elementary school level and the Secondary School level. For the most part these batteries have been built with considerable care and are understandingly successful in providing information for longitudinal studies of student achievement in a given school system. Moreover, they usually have a healthy balance between test items which primarily measure recall of information and test items which measure student understandings the authors of such tests argue that educational personnel are above all, interested in the more complex and more lasting outcomes of the educational process, that is in the realm of

Students understandings. Moreover, students knowledge, they argue, can be measured to a satisfactory degree by the Well developed informal test and hence, need not be important concern of standardized achievement test. These Iowa Tests of Basic Skills¹, the Metropolitan Achievement test ² and the Stanford Achievement test³ the Iowa Tests of Basic Skills are concerned exclusively with the fundamentals of instruction in the Elementary School, that is the three Rs. In each test the student is required to use a basic skill in much the same manner as he would in the classroom or outside of it.

The Metropolitan Achievement tests are composed of five batteries Primary I, Primary II, Elementary, Intermediate and Advanced. The scope of the batteries varies in that the Primary I, Primary II, and Elementary

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1. Iowa Tests of Basic Skills
Published by the Houghton Mifflin Company, New York
Year 1955, Quoted by Ahmann "Testing Students
Achievement and Aptitudes" Prentice Hall of India
(Ltd.), New Delhi, Year 1965, Page 72.
 2. Metropolitan Achievement test
Published by Harcourt Brace & World INC, New York
Year 1959. Quoted by Ahmann "Testing Students
Achievements and Aptitudes " Prentice Hall of
India (Pvt.) Ltd.), New Delhi, Year 1965, Page 72.
 3. Stanford Achievement test
Published by Harcourt Brace & World INC, New York
Year 1953, Quoted by Ahmann "Testing Students
Achievement and Aptitudes" Prentice Hall of
India (Pvt.) Ltd., New Delhi, Year 1965, Page 72

batteries emphasised basic skills only. Whereas the intermediate and advanced batteries include the subject-matter areas of social studies and science. In case of the Stanford Achievement test, four batteries are available. Primary, Elementary, Intermediate and advance batteries. The Primary battery is relatively short, containing tests in paragraph meaning, word meaning, spelling, arithmetic, reasoning and compilation. The Intermediate battery and the advance battery are the lowest, yielding ten scores.

SECONDARY SCHOOL TEST BATTERIES

Three popular secondary school achievement test batteries are the Essential High School Content¹ Battery² the California Survey Series³ and the Iowa Test of Educational development. The three batteries vary considerably from each other.

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1. Essential High School Content Battery
Published by Harcourt, Brace & World INC, New York
Year 1952
 2. California Survey Series
Published by California Test Bureau, Los Angeles
Year 1960
 3. Iowa Test of Educational Development
Published by the Science Research Associates
INC. Chicago, Year 1952

Essential High School Content Battery is composed of four subjects; Mathematics, Science, Social Studies and English. The tests are heavily oriented towards the recall of information section of the cognitive domain. Hence, the degree of content validity which they contain no doubt varies appreciably from one class to another.

In contrast, the California Survey series is composed of ten tests which are intended to measure the students general and specific academic potential plus his educational achievement in the basic skill areas of reading, arithmetic, language and spelling and in the subject-matter areas of History, Geography, Physical Science and Biological Science.

Perhaps the most widely used and most carefully developed of the three achievement test batteries for the Secondary School are the Iowa Test of Educational Department. Nine tests are included in this battery and interestingly enough, they are not thought of as tests of subject matter as such. The purpose of the battery is to measure ability to think critically and to apply factual information, rather than to measure ability to recall information. This battery then, is designed in terms of the understanding realm of cognitive domain.

SCHOOL ACHIEVEMENT TEST BATTERIES

The advantages of a longitudinal study of a student achievement pattern are so great that much attention has been given to the development and administration of achievement test batteries, which are suitable for all class levels from primary level of the Elementary School to the early years in College. Two illustrations of test batteries designed for this wide usage are the California Achievement test and the sequential Tests of Educational Progress.

Each of these two achievement test batteries is an articulated series of tests which measure at various class levels the degree of student achievement in the same basic learning areas. On the other hand there are several important differences between the two batteries. For instance, the California achievement tests are exclusively objective tests where as the sequential Tests of Educational Progress contain an essay writing test, a type of test rarely found in a standardized achievement battery. A more important difference between

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1. California Achievement Test
Published by the California Test Bureau, Los Angeles
Year 1957
 2. Sequential Tests of Educational Progress:
Published by the Cooperative Test Division of the
Educational Testing Service, Princeton, New Jersey
Year 1957

the two measures is that the former battery is restricted to the measurement of student achievement in the area of reading arithmetic and language skills whereas the latter is designed to measure student achievement in seven areas; Reading, Writing, Listening, Social Studies, Science, Mathematics and Essay. Each of these tests is intended to measure the ability of the student to apply his knowledge rather than his command of specific subject matter.

This brief survey of the development of achievement may serve as useful background for the discussion of the need and importance of such tests.

NEED AND IMPORTANCE OF ACHIEVEMENT TEST

Education is considered to be an instrument helpful in the allround development of the personality of the child, hence the modern concept of Educational Evaluation puts the child, in the centre and caters to the child's psychological needs and interests, aptitudes, aspirations etc. and puts more stress on learning rather than on teaching. The responsibility of the modern educator is not only to be helpful in the development of concepts information skills and habits but also in the stimulation of a pupils' growth in the area of understanding and application what has been understood, and development of right type of attitudes and interests.

Teachers have always been concerned with measuring and evaluating the progress of their pupils, which is an essential aspect of the educative process. Therefore, teachers need to have the necessary skills in the measurement and evaluation of their pupils learning and must have adequate knowledge of the objectives of education because " the modern education techniques assessing a pupil's growth and development attempts to measure a comprehensive range of objectives of the modern school curriculum, rather than the subject-matter achieved only¹."

Evaluation is a systematic and continuous process of determining:

- (i) The extent to which specified Educational Objectives are attained².
- (ii) The effectiveness of the learning experiences provided in the classroom³.
- (iii) How well the goals of Education have been accomplished⁴.

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- 1. R.N. Patel: "Educational Evaluation Theory & Practice" Himalya PublishingHouse, Bombay, Year 1978
Page 12.
 - 2. R.N. Paul: "Educational Evaluation Theory & Practice" Himalya PublishingHouse, Bombay, Year 1978
Page 13.
 - 3. Ibid
 - 4. Ibid

1. The above statements clearly indicates that the evaluation or testing is needed because it implies a systematic process which omits the casual uncontrolled observation of pupils.
2. Evaluation is a continuous process. In an ideal situation the teaching learning process on the one hand and the evaluation procedure on the other, go together.
3. Evaluation emphasises the broad personality changes and major objectives of an educational programme, therefore, it includes the measurement of not only the subject-matter achievements but also aptitudes, interest and ideals, ways of thinking and work habits and personal and social adaptabilities.
4. Evaluation emphasis the importance of learning. Teaching has no value if it does not result in learning on the point of pupils.
5. With the help of evaluation we can know the relevant learning experiences and utilize them for directing the pupils towards the accomplishment of Educational goals.

6. To assess the students all round development brought about through Education.

Modern evaluation demands that the classroom teacher should possess the following capabilities.

- (1) The awareness of objectives at every stage of Education¹.
- (2) The awareness of the objectives of different subjects.
 - (i) While planning suitable curriculum, syllabus, courses and teaching points².
 - (ii) While framing test items, preparing a question paper, assessing answer papers and then interpreting the results³.

Thronrdike, Rice, Burt and Ballard are well known for this work, and their standarized tests are available almost in every subject for various classes in U.S.A. and U.K. But they are not suitable for being used in our Country. Indian boys and girls have social, cultural and physical backgrounds entirely different from those

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1. R.N. Patel "Educational Evaluation Theory and Practice" Himalya Publisher House, Bombay Year 1978 , Page 14
 2. R.N. Patel "Educational Evaluation Theory & Practice " Himalya Publisher House, Bombay Year 1978 , Page 15
 3. Ibid

of the Western countries. The test for evaluating the achievements of the Indian students should be thoroughly adapted to the Indian conditions. Mrs. Mehta while referring to the tendency to impart whole-sole tests from abroad, emphatically said that "these tests should not be finalised for us before ascertaining by experiments whether they are applicable to India or not¹. "

In the light of the absence of suitable test for Indian conditions an important duty is enjoined upon our Training Colleges, Education Boards and Universities i.e. to devote themselves to the work of reorientation of the methods of examinations and to make endeavours in the direction of developing achievement tests suited to the Indian conditions. Examination system in India, is subjective, unreliable and stereotyped. In one study, 15 Historical examinations which were originally considered reliable and of equal value to the investigations made by English Committee of International institute examinations Enquiry by Hartog and Rhodes, when regarded by other readers, received marks varying from 21 to 75 out of 96. Later when 14 of the original

1. Mehta, Mrs. Hansa; "Inaugural address at the Third A-I Vocational and Education Guidance Seminar, Baroda 1956

examiners regarded the same historical paper after an interval of a year or more, these marks differed from those they have previously awarded, the difference in one case being as great as 30 marks. It is, therefore, quite obvious that the existing type of examinations are inaccurate and unscientific. They are neither reliable nor valid.

Another defect of Examination System is the question paper itself a comparison and scrutiny of question papers in history set in different years would reveal that there is not enough evidence of careful thinking or originality or purposefulness in the formulation of questions. The questions are mechanical and stereotyped and the examiners put little thought or care in getting these papers. The question paper with minor verbal changes are more or less a rule for the proper setters.

The question paper only consists of relatively inadequate samples of learning, which a student might be expected to achieve and does not systematically cover the whole prescribed course. It does not encourage intelligent or rational understanding of the problems nor a general mastery of the subject-matter.

The criteria for judging the answers is exclusively subjective, and obviously varies from examiner to examiner. Although a sample of 20 answer books, called the Test instalment, is sent to the Head Examiner for approval of standards and uniformity in marking yet it hardly ensures that the fluctuating subjectivity of the single examiner is minimised. In the words of Dr. Bloom " at least one out of three students is improperly judged by these examiners".

Various research studies have shown that achievement tests can be of great value to the teacher and students. It will help the teacher to make instructions more effectively, Results of test would help to individualize the teaching and will focus his attention on the obvious capacity and needs of the pupils. It provides healthy base of motivation for the pupil.

An achievement test is so comprehensive in nature that there is no such thing as spotting, questions or covering the subject in predictable cycles. It will motivate the students, guide the teachers, uphold the academic standard and free our youth from the fatter of stereotyped and dull examination.

The Achievement test is also useful for sound Educational decision making, and to know that how far the goals of Education have been achieved. They may also be useful for the parents who are eager to know that the results of Education are.

The tests also help in the improvement of the curriculum. The testing procedures also helps in developing a scientific approach to educational problems.

These test evaluate not only the contents but also the achievement of the objectives and learning activities. Content achievement and mastery on learning activities will be tested indirectly when objectives are evaluated.

These tests are also needed for guiding the growth of individual pupils and to diagnose the areas of their weaknesses and strength.

It is also needed in our schools because it performs many important functions such as:

1. Provides a basis for a modification of experiences¹ to meet the needs of individuals and groups of pupils.
2. Motivate pupils towards betterment and growth.²
3. To test the efficiency of teachers in providing³ learning experiences and the effectiveness of instruction and of classroom activities it can be used

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1. R.N. Patel; "Educational Evaluation Theory & Practice" Himalya Printing House, Bomay, Year 1978, Page .18
 2. Ibid
 3. Ibid

4. The testing also improves instructions, it is only by tests that the teacher can know that what is worth teaching. How best it can be taught and how well has it been taught, the same point is significant equally for the students and by tests they can know.

- (1) What is worth learning
- (2) How best can it be learnt
- (3) How well has it been learnt.

Achievement test also helps students to determine the pattern of their activities and to find out whether or not they have acquired the needed skills and understanding.

One of the important aspect of learning that the students must be aware of his strength and weakness. The Achievement tests provide a ground which identifies a student's strength and weaknesses.

ADMINISTRATIVE USE OF TEST

In the pasts tests were almost entirely for Administrative purpose. Teacher used the results as a basis for promoting students from grade to grade. Administrators scanned the scores when they were interested in rating the effectiveness of their teachers.¹

1. Willaim Micheals & M. Ray Karnes
"Measuring Educational Achievement" , New York
Toronto London MC Graw Hill Book Company INC
Year 1950 , Page 80

The present day administrator uses tests to improve the work of his school where necessary and when possible. The tests results are the basis upon which students are classified and classes are grouped. In some schools, it is often possible and devisable to segregate the every bright students or the very dull students into separate classes. Another important use of these tests is made while transferring students from one school to another within a system or between systems with the use of good tests and accurate records it is now possible to minimise the ill effects of transferring students from one school to another.

Another important use of tests for administrative purposes is in justifying certain education expenditures. Boards of Education and groups of citizens are justly interested in the facts that underlie the spending of public monies for educational purposes. All of us tend to be creatures of tradition and it is sometimes difficult to make the public realize the necessity of spending money for a new programme or the extention of an old service. Tests results are sometimes very helpful in justifying such ventures.

SUPERVISORY USE OF TESTS

Supervisors help in improving the instructions. This is also the only sound reason for using tests in the classroom. The supervisor is a guide and helper. He is constantly evaluating in an efforts to determine how well the instruction is proceeding and where it might be improved. In accomplishing these goals he uses observations, a method of evaluation. In order to supplement his observations he also makes use of quantitative measures, such as test results. For improving the instructions of the teachers test result can be useful in evaluating the accomplishments of individual students and classes, in comparing different methods of teaching. It helps to provide indivisual differences and to finding out where the supervisory programme needs
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adjustment or change.

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1. William J. Micheals & M. Ray Karves
"Measuring Educational Achievement"
New York, Toronto London MC Graw Hill Book
Company, INC Year 1950, Page 81

CHAPTER - II

WHAT IS AN OBJECTIVE IN EDUCATION

The term 'Objective' is generally confused with the term 'Aim'. Aim and Objective both are interchangeable terms. But actually they carry different meanings. The difference among them is that the term aim is used in a general sense and as a very broad and wide term, while the term objective is used in a more explicit sense. To be more specific the educational system is directed towards such aims as cultural, vocational aims of all round development of the students personality etc. But the question arises whether these aims can be achieved is referred to as 'Objective'. The 'Objective' is a part and parcel of an aim. Patel¹ has defined objective in the following words:

" An objective is a point or an end view of the possible achievement in term of what a student is to be able to do when the whole educational system is directed towards educational aims."

1. R.N. Patel "Educational Evaluation, Theory and Practice" Himalya Publishing House, Bombay
Year 1978, Page 26

It means the aims serve the purpose of giving directions to the education system. Education can not progress in a desirable direction without aim.

An objective on the other hand is a point showing the possible achievement in that direction or it is an end-view of the possible achievement. The objectives change from subject to subject. The attainment of each objective takes us one step forward in the direction of achieving an educational aim. Objectives help the teacher in instructional planning, guiding students, learning and providing a criterion for evaluating their learning outcome.

SOURCES OF OBJECTIVES

The first and foremost source of objectives is the philosophy of life of a nation. As the sources of objectives differ from time to time and place to place, the objectives of education also differ. The objectives of education in England differ from the objectives of education in India. Because the philosophies of both the nations differ.

The needs of the nation are also an important source of the objectives of education. In big countries, like India, the needs of the states become a source objectives of education too, i.e. in Kerala, acquisition of knowledge about fishery is an objective of Education. Difference is also found in the objectives of Education. In rural and urban areas, objectives of Education may also differ as the knowledge of agriculture is demanded in rural areas and of industries in urban areas.

The needs of the learner are another source of objectives. As the needs of the child undergo a change with the physiological, motor, mental and linguistic development, naturally the objectives ought to be changed according to the development of the child and resultant changes. Cultural, Social and Economic conditions of the student are another source of the objectives of education.

TYPES OF OBJECTIVES

The objectives are generally classified into three broad categories:

1. Cognitive Domain
2. Affective Domain
3. Psychomotor Domain

1. COGNITIVE DOMAIN

This type of objectives include those objectives which deal with thinking, knowing and problem solving. The cognitive domain includes those objectives which deal with the recall or recognition of knowledge and the development of intellectual abilities and skills.¹ The six broad objectives of Cognitive domain are arranged in hierarchical order on the basis of concrete to abstract behaviour. The first objective is simply knowledge. Knowledge involves recall of specifics and universal theories, principles, methods and process etc. The other Cognitive objectives are concerned with the intellectual abilities and skills such as Comprehension which include translation interpretation etc. Application, Analysis, analysis of elements in such a way that the relations between implied ideas is made very clear. Synthesis meaning, thereby production of unique communication of elements. Evaluation means " Judgements about the values of material and methods for given purposes. Quantitative

1. Benjamin S. Bloom and others
"Taxonomy of Educational Objectives-
The Classification of Educational Goals"
Hand Book I, Cognitive Domain, Longmans,
Green & Co., New York London Toronto, 1956.
Page 7.

judgements about the extent to which material and methods satisfy criteria¹." Evaluation is in terms of internal evidence and external criteria. The student can use standard to determine whether or not information satisfies criteria that may be established by the student or by others.

2. AFFECTIVE DOMAIN

The second type of the objectives belong to the Affective Domain. This includes those objectives which deal with attitudes, values, interest and appreciation. Regarding this Sir Bloom² and others say:

" the affective domain includes those objectives which are concerned with changes in interest, attitudes and values and the development of appreciations and adjustment."

The broad objectives of affective domain are arranged on the basis of level of involvement, they are five in number. The first of them is Receiving which includes awareness, willingness to receive etc.

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1. Benjamin S. Bloom, Max D. Engelhart, Edward J. Frust
"Taxonomy of Educational objectives- The Classification of Educational Goals"
Longmans Grew and Company, New York,
London Toronto, Year 1956 , Page 207
 2. Ibid , Page 7

Responding which means active involvement and willingness to respond. Then comes valuation, this includes acceptance of a value, preference and conviction in regard to a certain point of view.

Organisation is another objective belonging to this domain which means conceptualization of a value and organisation of a value system. Last is

Characterisation of a value or value complex. It means organisation of already existing values into internally consistent system. But this task of effective domain is still far from complete, and the objectives in this domain are not stated very precisely¹

3. PSYCHOMOTOR DOMAIN

The third area of educational objectives deals with the Psychomotor (muscular) skills. This type of objectives provide no hierarchical arrangement. It is based on the concept of Co-Ordination between various muscular actions. The educational objectives proposed under this domain are Imitation of an action, performance, Manipulation, of an act precision or accuracy

1. Benjamin S. Bloom , Max D. Engelhart, Edward J. Frust
"Taxonomy of Educational Objectives The Classification
of Educational Goals". Hand Book I, Cognitive Domain
Longmans, Green and Company, New York, London Toronto
Year 1956 , Page 7.

and articulation. This includes co-ordination, sequence and harmony among acts. Naturalisation means that pupil attains its highest level of proficiency in performing an act with the least expenditure of psychic energy.

The taxonomy is designed to serve a rather narrow purpose. It was not intended to classify the modes of learning of the students or the method of instruction used by the teacher. Neither it was designed to classify the basic structure of the various subject areas "Its only purpose was to classify the intended behaviour of the student¹."

The most significant of the theory is its hierarchical structure. It is believed that the level of Taxonomy corresponded to levels of complexity in student behaviour. The Taxonomy placed the behavioural aspect of the objectives within a hierarchical framework, each category is assumed to include behaviour more complex, abstract and internalized than previous category.

The early reviewers of Taxonomy identified five principles for its hierarchical structure. which are as follows:

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1. David S. Moore "Reconsidering Blooms Taxonomy of Educational Objectives, Cognitive Domain" (Journal Educational Theory, Winter) Year 1982 Vol. 32 Nov. I, Page 30

- (1) Teacher can use the Taxonomy to refine the statement of objectives that are given in broad terms.
- (2) The Cognitive domain has made teachers aware of the fact that objectives are more complex than simple recall can be directly measured.
- (3) This can help to broaden the scope of materials presented in a course.
- (4) Taxonomy is often used to classify test items.
- (5) Teachers can consult these pools of data when constructing, either test or curricula.

OBJECTIVES OF HISTORY TEACHING

Before knowing the objectives of History teaching, we should have a brief idea about the nature of History itself.

The term 'History' is derived from the Greek word 'Historia' which means 'information' or 'man-his story'- the story of his efforts to satisfy his craving for an orderly social life, to satisfy his love for freedom and to satisfy his thirst for beauty and knowledge. Pt. Nehru has expressed same ideas as under in the following words:-

" History is the story of man's struggle through the ages against nature and the elements; against wild beasts and the jungle and some of his own kind who have tried to keep him down and to exploit him for their own benefit¹. "

History is generally understood as the study of man. It deals with knowledge only when it is associated with man's endeavours and achievements. It primarily deals with those who "POST own land and ocean, without interest" rather than with those who "only stand and wait". It deals with man's struggle through the ages.

The modern concept of history is more scientific and comprehensive. It is not merely a chronicle of events or a rope of sand but a wreath with the events strung on the thread of ideas. It is believed that ideas are the bases of all actions and are behind every occurrence and are, therefore, important. Ideas are the forces motivating action of men. History deals with these forces behind the actions of men and presents a three dimensions picture of the human past.

1. Quoted by Koachhar S.K.
"Teaching of History" Sterling Publishers Pvt.,Ltd.,
New Delhi 1st Edition 1979 Page 1

According to the modern concept, history does not contain only the history of kings and queens, battles and generals, but the history of common man - his house and clothing, his fields and their cultivation, his continued efforts to protect his home and hearth, and to obtain a just Government, his aspirations, achievements, disappointments, defects and failures. Not only the individual but also the Communities and Societies are the subject of study of history, the focus of history courses has changed from the life and work of Heroes and important personalities to the evolution and growth of societies in all their aspects. Modern concept of history lays emphasis on the evolution, growth and development of human civilization is the theme of History¹. It has become broad-based and attractive and has assumed the role of a first class human Science.

After a brief knowledge of the nature of history, we come to the objectives of the teaching of history. The objectives are determined by the conditions and situations of the country. Different countries have different political systems and social backgrounds so they have different objectives of history teaching

1. Kochhar S.K. "Teaching of History"
Sterling Publishers (Pvt.), Ltd., New Delhi 1st Edn.
Year 1979, Page 5.

in their schools. India being a Sovereign Democratic Republic, following are the important objectives of teaching of history in Indian schools.

KNOWLEDGE

1. Acquisition of Knowledge is the objective of teaching. In History it means knowledge of different events, facts, concepts etc.¹ which occur in any specific period. This knowledge can give an idea of Cause and Effect relationship of events, because it is clear that cause lead to some events and events have some effects. The effects become cause of other events and these events to other effects and so on. By acquiring knowledge the students get a chance to think about the causes of events and then about its effects.

The students also have the knowledge about historical personalities who worked during the occurrence of the events. They are generally kings and eminent personalities.

1. R.N. Patel "Educational Evaluation Theory & Practice"
Himalya Publishing House, Bombay
Year 1978 , Page 69.

SPECIFICATION:

- (i) In history teaching the pupil recognises the names, potraits of eminent personalities i.e. Mahavir Swami, Aurangzeb, Gandhi, Guru Nanak, Nehru etc.
- (ii) The pupil recalls important dates and events such as Revolt of 1857 and 1950 when India was decalred a Republic. The pupil also recalls the movements and episodes of History such as Civil Disobedience Movement or Ahinsa, the Episode of Jalianwala Bagh, and also recites the names of religious reformers. Such as prophet Mohammad, Christ, Raja Ram Mohan Rai, and other eminent personalities and their achievements.

2. Time sense is one of the important factor in knowledge. So the knowledge of events and personalities with dates or ages is also considered to be the objective of history teaching.

SPECIFICATION:

By developing time sense, the pupil can classify the process of evolution of mankind and different societies into several stages and also can relate one stage with another.

3. The pupil develops an understanding of concepts, ideas, principles, relationships etc. of history.

SPECIFICATION:

The pupil explains the significance of different policies such as subsidiary alliance and gives reasons for failure of different Wars movements etc. such as Revolt of 1857.

As student develops understanding, he also infers why Akbar started a new religion (Din-i-Ilahi). The student also develops the understanding for comparing the teachings of Jain and Buddha religions, Chishti and Saharwardi movement etc.

By the aquisition of knowledge and by giving explanations for historical facts and comparing historical events certain mechanical skills of the students are also developed.

4. "The development of the practical skills",¹ is also an objective of history teaching.

(i) The skill of using, interpreting and preparing aids and maps, charts models, time line etc. the reading skills as making use of reference material and making notes.

1. R.N. Patel "Educational Evaluation Theory & Practice" Himalya Publishing House, Bombay 1978, Page 71

- (ii) The skill of discussing controversial issues, ability to distinguish what is relevant is more peculiar to history than any other subject. History enables the pupil to handle controversial questions in a spirit which searches for truth.

SPECIFICATION:

- (i) The pupil develops skill for preparing models of forts, pyramids, maps etc. so he locates routes of invasions, places of historical importance. The pupil recognises location of important cities such as Taxila, Ujjain, Agra, Delhi and also extent of different empires i.e. Extent of Mughal Empire or Ashoka's Kingdom. By developing these skills the student has an idea about the Geography of the country, boundaries of the states, rivers etc. in different ages. This knowledge of Geography is of great importance for students of history.
- (ii) The scholar of history has also the skill to detect errors in the statements such as Aurangzeb ordered for demolishing the temples or Mohammad Bin Tughlaq transferred the capital from Delhi to Devegiri due to the threat of Mughal invasions. " By developing reading skill the students of history also develop the skill of criticising different statements, orders and formans etc.¹ "

1. R.N. Patel "Educational Evaluation Theory & Practice"
Himalya Publishing House, Bombay
Year 1978, Page 71.

(iii) The pupil of history has also to develop the skill of summarising reforms of the rulers, teaching and activities of eminent personalities, the views and missions of different movements etc.

5. 'The pupil applies his knowledge and understanding to new and unfamiliar situations¹

SPECIFICATION:

The pupil of history predicts the outcome of constitutional changes, religious policy of Akbar etc, and analysis the historical events and explains, gives reasons illustrates, translates, compares, identifies, relationships and problems, summarises and criticises historical events in the context of present day events or new situations.

6. The other objectives of teaching of history are placed under personality objectives. These objectives mean that the pupil develops interest in historical as well as social phenomena and related activities.

1. R.N. Patel " Educational Evaluation Theory and Practice" Himalya Publishing House, Bombay Year 1978 , Page 71

SPECIFICATION:

- (i) The pupil on his own reads historical novels, dramas, books, magazines, news papers etc. to gather information of a social, cultural, political, economic and historical nature.
 - (ii) Visits places of historical interest and importance such as Ajanta Caves, Sanchi, Red Fort, Taj Mahal etc. and participates in such activities as debates hearing on policies and achievements of eminent personalities and also collect pictures, stamps and coins.
 - (iii) The pupil writes articles, news items etc. on a historical subject and prefers to see movies based on historical themes.
7. The pupil develops a positive attitude towards historical and social ideas. History needs to be taught to teach tolerance with different faiths, loyalties and cultures etc.

SPECIFICATION:

The pupil shows respect for the dignity and worth of the individual personality irrespective of caste, creed and colour. Open mindedness towards new ideas; Willingness to sacrifice his own interest in favour of society. The pupil shows a

sense of healthy patriotism and faith in democratic ideals and way of life. So he respects laws and orders, opinion of others and decisions reached on facts rather than propaganda and opinions. The pupil accepts only those suggestions which are based on conclusions derived from historical researches. He also expresses his ideas with the help of historical examples, and cooperates with others in social, civil and cultural matters and recognises the contribution of others to the growth of civilization and culture. He revises his conclusion, belief etc. in the light of additional reliable informations.

8. The pupil appreciates the contribution of history to all the fields of knowledge and to life.

SPECIFICATION

According to this objective of teaching of history the students have negative and positive attitudes towards historical and great personalities, and does not fall a prey to hero worship but appreciates the social, political and religious principles followed by great persons. They express the qualities and virtues of our people, their life etc. and of our enemies also. It means natural judgement on social, political, regional, commercial, industrial and

international aspects of contemporary society. The pupil expresses his ideals with the help of historical examples that any social problem can be solved through a democratic approach and also appreciates man's effort to conquer natural forces.

If a teacher succeeds in achieving these objectives of teaching of history he can instill patriotism in the heart of child, creates desirable attitudes and encourage further thinking. History can also be used to destroy prejudices existing among nationals and develop understanding and sympathy among the inhabitants of different countries.

The teaching of history also develops understanding that all the monuments are the cultural heritage of our past and realises that they are valuable source of information about our past hence they should be preserved.

The investigator proposed the above noted objectives in view while constructing the achievement test in history.

C H A P T E R - III

OBJECTIVES OF ACHIEVEMENT TEST IN HISTORY

The material for constructing the test and the types of items have been selected keeping in view the following objectives.

To develop the following attitudes.

- (1) The ability to relate Cause and Effect in history.
- (2) The ability in the students to see the influence of various factors (i.e. Social, Economic, Political etc.) on human progress and development.
- (3) The understanding of the present in relation to the past.
- (4) The ability to use historical material for understanding historical facts.
- (5) The ability of historical personalities in their different perspectives.
- (6) The ability to locate source of information on the historical questions.

1. To develop in the students the ability to relate Cause and Effect in history.

BEHAVIOUR:

- (1) Recognising of direct and indirect causes of an event and results.
- (2) Recognising casual relations among events
- (3) Recognising the trends of events at a particular period of history.

Examples:

(i) Question No. 21 of the test.

" Chandra Gupta Maurya succeeded in
conquering Magadh Empire because...

- (a) He was supported by Alexandra
- (b) He was supported by the subjects
of Nanda Kingdom
- (c) Small kingdoms became weak due
to the Alexandra's invasion."

(ii) Question No. 22 of the test.

" Gandhara School of Arts was
the result of ...

- (a) Close relations of Indian and
Greek cultures
- (b) Result of hard working of Hindu
artists
- (c) Result of efforts of Buddha artists

2. To develop in the students the ability
to see the influence of various factors
(i.e. Social, Economic, Political etc.)
on human progress and development.

Behaviour

- (1) The student recognises which conditions
produce particular results of progress
- (2) The student offers some reasonable
explanations to the causes of achievements
and failures in certain epochs of society.
- (3) The student recognises trends of events in
various periods of history.
- (4) The students look for all the factors that
have contributed to an event or condition
of society.

- (5) The student explains an event or course of events in terms of (Social, Economic etc.) conditions of society.
- (6) The learner draws conclusions on the basis of facts

Examples:

(i) Question No. 7 of the test

" The cause of development of Arts and Crafts in Harappan Culture was...

- (a) Prosperous life of the subjects
- (b) Coming of the foreign artists to India
- (c) People were interested in arts and crafts"

(ii) Question No. 17 of the test.

" The cause of the prosperity of Mesopotamians was.....

- (a) Civil trade
- (b) More Production of raw material
- (c) Over seas trade
- (d) More production of cereals. "

3. To develop in the student an understanding of the present in relation to the past.

Behaviour:

The student recognises.....

- (1) Parallels between present and past events.
- (2) Similarities and differences between a set of present and past events.
- (3) Casual relationships between present events and certain past events
- (4) The relevance of certain historical material to present day events.

Examples:

(i) Question No. 11 of the test.

" The cities of Harrappa and Mohanjudaru indicate the reality that...

- (a) The people did not have the knowledge of planning the cities.
- (b) The cities were established with foreign support
- (c) They were expert in planning of cities. "

(ii) Question No. 12 of Section 'B' in test.

" Match the following Statements:

- | | |
|---|--------------|
| 1. James Watt invented Steam engine in... | 1. 1814 A.D. |
| 2. Steam engine was first time used by George Stephine to carry coal in..... | 2. 1769 A.D. |
| 3. Kartrite invented power loom in.... | 3. 1853 A.D. |
| 4. The Railway line was first time laid down in India in... " | 4. 1785 A.D. |

4. To develop in the student the ability to use some historical material for understanding historical facts & events.

Behaviour

The student.....

- (1) Uses sources like coins, inscriptions etc. and arrives at correct inferences regarding historical facts and events.
- (2) Recognizes the various sources from which different kinds of historical material can be gathered.

- (3) Compares and contrasts various source materials in order to make accurate inferences.
- (4) Relates material from particular sources to his own knowledge of history.

Examples:

- (i) Question No. 9 of the test.

" The artistic qualities of Harappa people is reflected by ...

- (a) High artistic designs on the pots
- (b) Simple designing on the pots
- (c) Use of good colours and designs on the pots
- (d) Variety of the Pots. "

- (ii) Question No. 10 of the test.

" Findings of Harappa and Mohanjodaru indicate...

- (a) Harappa people were living on hunting
- (b) They have cultivation of wheat, barley etc.
- (c) Grain and other goods for eating were imported. "

- 5. To develop in the students the ability to view historical personalities in their different perspectives.

Behaviour:

The student recognizes.....

- (1) The event and ideas associated with historical personalities.
- (2) Possible differences in the view points and personalities of different persons and groups with regard to historical personalities.

- (3) Similarities and differences between different historical personalities.
- (4) The various consequences of the actions and ideas of different personalities.
- (5) The relation between a historical personality, the period in which he lived.

Example

- (i) Question No. 25 of the test

" To get rid of transmigration of soul, eight fold path, 'Ashth Marg ', was shown by

- (a) Mahavir Swami
- (b) Gautam Buddha
- (c) Shankar Acharya

- 6. To develop in the student the ability to locate source of information on historical questions

Behaviour:

The student...

- (1) Makes out the sources most relevant to a particular question
- (2) Distinguishes the limitations and values of a particular source
- (3) Gathers informations from a variety of sources to solve any problem.
- (4) Select relevant source books from the library.

Examples:

- (1) Question No. 20 of the test

" The verses to praise ancient Aryan Gods are found in....

- 47 -

- (a) Bhagwat Geeta
- (b) Ramayan
- (c) Rigveda "

(ii) Question No. 23 of the test

" The reliable source to know the
Maurya administration is ...

- (a) Maland Panth
- (b) Arth Shashtra
- (c) Mahabharat "

C H A P T E R - I V

DEVELOPMENT OF ACHIEVEMENT TEST

CONSTRUCTION OF THE ACHIEVEMENT TEST IN HISTORY

The construction of an achievement test requires full attention of the test constructor. Lack of attention in planning the test, results in a failure. The test constructor has to keep in view the objectives of developing the test and clearly indicate various aspects, knowledge and contents to be tested.

Another consideration in this connection is who is to be tested? In addition to this the test constructor has to take into consideration the conditions in which learning experiences are arranged. The grades and age of the pupils and type of schools where they are educated.

The present achievement test was constructed on the basis of the contents of history for Class X. Naturally, the material for constructing items of the test was selected from the text book " The Story of Civilization"- A Text Book for Secondary Schools written by Arjun Dev, National Council of Educational Research and Training.

The present investigator decided to include four types of items i.e. multiple choice, matching type, true-false and supply required information types.

After deciding the forms of questions the work of framing the questions was started. Originally one hundred and five questions were drafted. The initial draft of the test was circulated among history teachers of the schools run by the Aligarh Muslim University, Aligarh. On the basis of their openions 43 questions were considered unsuitable, hence they were dropped. Thus only 62 questions were retained (See Appendix 'A'). A detailed discription of these items is being presented in the following section of this chapter.

1. MULTIPLE CHOICE TEST ITEMS:

The multiple-choice test items have been widely used and are extremely popular in both informal and standarized achievement testing. They are capable of reflecting simple student behavioural pattern such as the recall of information as well as complex student behavioural patterns such as the ability to analyse and synthesis.

The multiple-choice item is composed of a statement followed by three or four possible responses, only one of which is the correct response.

One of the most difficult aspect of constructing multiple-choice test items is to find distracters which are plausible and appealing to those students who do not possess the knowledge or understanding demanded by the test items.

It is found that multiple-choice test items can be used to test students belonging to all class levels with the possible exception of the primary class levels, and in all subjects successfully.

But one defect of this type of questions is that it encourages guessing. The pupils who do not possess the knowledge may guess while choosing from the given answers. But this type is quite useful for measuring the degree to which the student can recall information and can apply it in a new situation.

The first section of the test from question 1 to 38 consists of multiple choice test items. These 38 items have been constructed to cover the following sections of the Course Contents.

1.	Palaeolithic and Neolithic Stone age	...	4	items
2.	Mesopotamian Civilization	...	7	items
3.	Egyptian Civilization	...	1	item
4.	Ancient Indian History	...	14	items
5.	Hindu Religious concepts	...	2	items
6.	Chinese Civilization	...	5	items
7.	Arab Civilization	...	3	items
8.	Social life in Medieval Europe	...	2	items
				<hr/>
				...38 items
				<hr/>

2. MATCHING TEST ITEMS:

The matching test items consist of the two lists of the test items. Every effort is made to keep the lists as homogeneous as possible. For instance one list is composed of proper names, another of dates. The pupils responses are expected to pair items in two lists so as to indicate their proper relationship by putting the numbers in the given space. This type of the items is more suitable to test the relationships between events, persons, dates, places etc.

The second Section of the test consists of matching type questions. The questions are 14 in number. Each question consists of two lists and each list has four statements. The items of this Section cover the following segments of the Course contents.

<u>Items</u>	<u>No. of Statements</u>	<u>Course Contents covered</u>
1	8	History of China
1	8	History of Egypt
2	18	History of Europe
2	18	History of Arab
3	12	Industrial Revolution
3	18	History of India
1	8	Renaissance
1	4	History of America
<u>14</u>	<u>56</u>	

3. TRUE-FALSE TEST ITEMS

True false items are designed so as to contain a number of important ideas. Any one of which may be true or false. This complicates the task to be accomplished by the students and may lead to serious confusions. These items are capable of sampling a large amount of subject matter without requiring extreme amount of testing time. Students can respond to them quickly. But the main defect of these items is that they encourage guessing and there is a 50% chance of giving a correct responding without having the required knowledge. That is why the test constructors look at this type of items with distrust. Greene¹ has emphasised this in the following words:

" Since this weakness seems to be inherent in the item itself, test technicians are tending to use it less and less ".

-
1. Greene and others "Measurement and Evaluation in Secondary Schools."
Page 181

The third part of the test consists of this type of the items. The total number of item in this Section is seven and each item contains four true or false statements. The responses of the students are to be indicated by putting 'T' or 'F' in the brackets given in front of the statements. The subject matter covered by these seven items is as follows:-

<u>Item</u>	<u>No. of Statements</u>	<u>Course Contents covered</u>
2	8	Ancient Indian history
1	4	Mesopotamian Civilization
1	4	Egyptian Civilization
1	4	Chinese Civilization
1	4	History of Persia
1	4	Industrial Revolution

4. SUPPLY REQUIRED INFORMATION
TYPE ITEMS

In such questions the respondents have to supply the missing information, in blank space left in each statement. This missing information was to be selected from the beginning of each question. The statements included in this Section of test have been selected from various sections and segments of the course contents.

TRIAL RUN OF THE ACHIEVEMENT TEST

As a next step the present investigator decided to put the retained items of the Achievement test to a trial run. For this purpose 4 Schools namely, S.T. High School, AMU City High School, AMU Girls' High School and Our Lady of Fatima Higher Secondary School were selected. The distribution of the try out group is presented in Table No. 3.1.

Table 3.1 showing the Distribution of the try out group by School and Sex.

Name of the School	Boys	Girls	No. of the Students
S.T. High School	95	--	95
AMU City High School	33	--	33
AMU Girls' High School	--	77	77
Our Lady of Fatima Higher Secondary School	--	30	30
			235

In S.T. High School the test was administered to 95 boys, in AMU City High School to 33 boys, in AMU Girls' High School to 77 girls, and in Our Lady of Fatima Higher Secondary School, Aligarh to 30 girls. Thus

this try out group consisted of 235 students, comprising 54.4% boys students and 45.6% girls students. Generally the experts are of the opinion that try out group should be three times more than the number of items included in the test. The size of the group selected for this purpose conforms to this standard.

For administering the test co-operation of Principal and subject teachers was sought. With cooperation of the subject teachers, proper arrangement was made in the classes so that the student could not consult each other while responding to the test items. These arrangements were very helpful in getting the true responses of the students.

SCORING

For the purpose of analysing the results achieved through this test and testing the reliability and validity of the items included in the test, present investigator embarked upon the scoring of the responses made by each member of the try out group. The results were tabulated so that a clear picture could be formed regarding the responses of the members of the try out group, to each item of the test and for getting submitted scores of each individual member.

ITEM ANALYSIS:

The next step in the procedure followed in constructing test is to analyse the results with the help of suitable statistical methods so that validity of each item included in the test, could be found out and the consistency of each item with total test could be ascertained. In this regard the method of item total correlation was used for finding out whether the various items included in the test were consistent with the total test. To find out it, the correlation between the score of each item and the score of total test was computed. The correlations thus found are presented below in the table 3.2.

Table 3.2 showing the Correlations of
62 items of the Achievement test in History

Item	Correlation	Item	Correlation
1.	0.3158	32.	0.2040
2.	0.3573	33.	0.2807
3.	0.2096	34.	0.2834
4.	0.1296*	35.	0.1046*
5.	0.2901	36.	0.0812*
6.	0.3247	37.	0.2223
7.	0.2074	38.	0.2862
8.	0.2916	39.	0.3799
9.	0.0725*	40.	0.5077
10.	0.1452*	41.	0.5030
11.	0.1985	42.	0.3745
12.	0.1843	43.	0.5587
13.	0.3451	44.	0.4457
14.	0.2772	45.	0.4513
15.	0.0790*	46.	0.4232

Item	Correlation	Item	Correlation
16.	0.3147	47.	0.4085
17.	0.2243	48.	0.4230
18.	0.1398*	49.	0.4045
19.	0.4109	50.	0.4459
20.	0.2023	51.	0.4613
21.	0.2650	52.	0.4713
22.	0.3152	53.	0.4292
23.	0.3850	54.	0.4680
24.	0.2588	55.	0.4014
25.	0.2468	56.	0.4794
26.	0.2638	57.	0.5304
27.	0.2065	58.	0.5897
28.	0.2216	59.	0.4564
29.	0.1414*	60.	0.6448
30.	0.0039*	61.	0.6924
31.	0.2727	62.	0.6843

A careful perusal of the table 3.2 indicates that item Nos. 4, 9, 10, 15, 18²⁹, 30, 35, 36 are not consistent with the total test because the correlation found between these items and the total test is far below .2, which is considered to be the standard level of correlation for testing consistency of the items with the total test. Hence these items were liable to be dropped. These items in the table have been starred.

But the above decision was postponed because the present investigator decided to test the validity of the items with the help of extreme group method. For the purpose of selecting extreme groups 27% students who achieved high scores on this test and 27% students who achieved low scores were selected out of the try out group (raw scores of the try out group - See Appendix 'C')

raw scores of 2 extreme groups (see Appendix 'D'). The difference between mean scores on each item of the test for the groups was computed. The results of this computation are given below in table 3.3.

Table 3.3, showing the difference between the mean scores of two extreme groups

Q.No.	<u>Group First</u> <u>Low Achievers</u>		<u>Group Second</u> <u>High Achievers</u>		t Value	Level of significance
	<u>Mean-I</u>	<u>SD-I</u>	<u>Mean-2</u>	<u>SD-2</u>		
1.	0.2424	0.4285	0.6212	0.4851	4.71808	0.01
2.	0.2576	0.4373	0.7121	0.4528	5.82180	0.01
3.	0.3939	0.4886	0.6970	0.4596	3.64216	0.01
4.	0.4848	0.4998	0.6364	0.4810	1.76101*	Insignifican
5.	0.3788	0.4851	0.7727	0.4191	4.95454	0.01
6.	0.2879	0.4528	0.5909	0.4917	3.65523	0.01
7.	0.5758	0.4942	0.7879	0.4088	2.66634	0.01
8.	0.1667	0.3727	0.5000	0.5000	4.30946	0.01
9.	0.5606	0.4963	0.6515	0.4765	1.06528*	Insignificant
10.	0.4242	0.4942	0.5909	0.4917	1.92748*	Insignificant
11.	0.3939	0.4886	0.6818	0.4658	3.43819	0.01
12.	0.5455	0.4979	0.8030	0.3977	3.25868	0.01
13.	0.2879	0.4528	0.6970	0.4596	5.11236	0.01
14.	0.3182	0.4658	0.6667	0.4714	4.23962	0.01
15.	0.5758	0.4942	0.6212	0.4851	0.52919*	Insignificant
16.	0.3788	0.4851	0.8182	0.8861	3.50686	0.01
17.	0.2576	0.4373	0.5455	0.4979	3.50230	0.01
18.	0.4545	0.4979	0.6667	0.4714	2.49413	0.05
19.	0.1970	0.3977	0.6212	0.4851	5.45267	0.01
20.	0.5909	0.4917	0.8333	0.3727	3.16799	0.01
21.	0.4091	0.4917	0.7879	0.4088	4.77600	0.01
22.	0.2121	0.4088	0.6212	0.4851	5.19912	0.01
23.	0.2273	0.4191	0.6818	0.4658	5.84898	0.01
24.	0.4697	0.4991	0.8030	0.3977	4.21117	0.01
25.	0.5909	0.4917	0.8333	0.3727	3.16799	0.01
26.	0.2121	0.4088	0.5003	0.4991	3.97626	0.01
27.	0.4545	0.4979	0.6212	0.4851	1.93296*	Insignificant
28.	0.4394	0.4963	0.6667	0.4714	2.67686	0.01
29.	0.6818	0.4658	0.7879	0.4088	1.37977*	Insignificant
30.	0.5909	0.4917	0.5303	0.4991	0.69745*	Insignificant

Q.No.	<u>Group First</u>		<u>Group Second</u>		t Value	Level of Significance
	<u>Low Achievers</u>		<u>High Achievers</u>			
	<u>Mean-I</u>	<u>SD-I</u>	<u>Mean-2</u>	<u>SD-2</u>		
31.	0.1818	0.3857	0.4545	0.4979	3.49106	0.01
32.	0.3485	0.4765	0.6061	0.4886	3.04274	0.01
33.	0.3333	0.4714	0.6818	0.4658	4.23962	0.01
34.	0.5152	0.4998	0.8030	0.3977	3.63385	0.01
35.	0.7121	0.4528	0.8182	0.3857	1.43765*	Insignificant
36.	0.7576	0.4285	0.8182	0.3857	0.84749*	Insignificant
37.	0.4242	0.4942	0.6970	0.4596	3.25805	0.01
38.	0.2273	0.4191	0.6061	0.4886	4.74415	0.01
39.	0.6970	0.7379	1.4091	0.7381	5.50093	0.01
40.	0.6515	0.5901	1.5455	0.6556	8.17096	0.01
41.	0.7879	0.6400	1.6364	0.5938	7.83566	0.01
42.	0.7273	0.7292	1.3636	0.7908	4.75970	0.01
43.	0.3485	0.5639	1.3636	0.7908	8.42681	0.01
44.	0.5303	0.6791	1.2727	0.7081	6.10085	0.01
45.	0.7879	0.8441	1.6364	0.7100	6.20164	0.01
46.	0.6818	0.6998	1.4394	0.6543	6.37537	0.01
47.	0.5303	0.6329	1.1515	0.7832	4.97367	0.01
48.	0.5455	0.5821	1.1970	0.8019	5.30097	0.01
49.	0.4242	0.5789	1.1364	0.7956	5.83516	0.01
50.	0.3939	0.5471	1.0909	0.9000	5.33520	0.01
51.	0.4242	0.6527	1.1970	0.7632	6.20364	0.01
52.	0.5303	0.7430	1.4091	0.7583	6.67335	0.01
53.	1.2273	1.0120	2.1667	0.9468	5.46499	0.01
54.	0.8485	0.8392	1.7727	0.6918	6.85104	0.01
55.	1.2121	1.0662	2.1667	1.0672	5.10146	0.01
56.	0.9242	0.9741	2.0000	0.8348	6.76061	0.01
57.	0.9848	1.0371	2.2879	0.8836	7.71060	0.01
58.	0.7879	0.9926	2.3636	0.8282	9.82708	0.01
59.	0.6212	0.7739	1.7273	0.5915	9.15476	0.01
60.	1.1364	1.3805	4.5606	0.9232	16.62346	0.01
61.	0.8788	1.0803	4.1515	1.3623	15.17576	0.01
62.	0.7424	1.0344	4.3182	1.2451	17.80942	0.01

A scrutiny of the t values thus found, shows that items number 4,9,10,15,27,29,30,35,36 failed to discriminate between the two extreme groups because the t values found

on these items of the test were not significant at .01 or even .05 level. These items were liable to be dropped.

A comparative picture of the computations of Correlations and t values is given below in table 3.4.

Table 3.4 showing the comparision
of Correlations and t values on each
item of the achievement test.

Item	Correlation	t Value
1.	0.3158	4.71808
2.	0.3573	5.82180
3.	0.2096	3.64216
4.	0.1296*	1.76101*
5.	0.2901	4.95454
6.	0.3247	3.65523
7.	0.2074	2.66634
8.	0.2916	4.30946
9.	0.0725*	1.06528*
10.	0.1452*	1.92748*
11.	0.1985	3.43819
12.	0.1843	3.25868
13.	0.3451	5.11236
14.	0.2772	4.23962
15.	0.0790*	0.52919*
16.	0.3147	3.50686
17.	0.2243	3.50230
18.	0.1398*	2.49413
19.	0.4109	5.45267
20.	0.2023	3.16799
21.	0.2650	4.77600
22.	0.3152	5.19912
23.	0.3850	5.84898
24.	0.2588	4.21117
25.	0.2468	3.16799
26.	0.2638	3.97628
27.	0.2065	1.93296*
28.	0.2216	2.67686
29.	0.1414*	1.37977*
30.	0.0039*	0.69745*

Item	Correlation	t Value
31.	0.2727	3.49106
32.	0.2040	3.04274
33.	0.2807	4.23962
34.	0.2834	3.63385
35.	0.1046*	1.43765*
36.	0.0812*	0.84749*
37.	0.2223	3.25805
38.	0.2862	4.74415
39.	0.3799	5.50093
40.	0.5077	8.17096
41.	0.5030	7.83566
42.	0.3745	4.76970
43.	0.5587	8.42681
44.	0.4457	6.10085
45.	0.4513	6.20164
46.	0.4232	6.37537
47.	0.4085	4.97367
48.	0.4230	5.30097
49.	0.4045	5.83516
50.	0.4459	5.33520
51.	0.4613	6.20364
52.	0.4713	6.67335
53.	0.4292	5.46499
54.	0.4680	6.85104
55.	0.4014	5.10146
56.	0.4794	6.76061
57.	0.5304	7.71060
58.	0.5897	9.82708
59.	0.4564	9.15476
60.	0.6448	16.62346
61.	0.6924	15.17576
62.	0.6843	17.80942

The items which failed to obtain significant t values and correlations at .01 or even .05 level have been starred (*). As items number 4, 9, 10, 15, 18, ²⁹30, 35 & 36 have failed to obtain significant coefficient of Correlations; and items 4, 9, 10, 15, 27, 29, 30, 35, 36

have obtained t values which is not significant.
Hence the present investigator decided to drop the
above noted items from the final form of the test.

RELIABILITY OF THE ACHIEVEMENT TEST:

Befor computing the reliability of the total
test nine items are starred (*) in the table 3.4
were dropped (Final form of the test- See Appendix 'B')
and the scores obtained on these items were deducted
from the total score of each member of the try out
group.

For testing the reliability of the achievement
test split half method was used. For this purpose the
test was devided in two parts by pooling the odd
and even items separately. The scores of each individual
on both the sets of test were calculated again, thus two
sets of score for the total group were obtained to find
out the reliability of the test, correlations between
the scores between the two sets was found out the
coefficient of correlation thus found was 0. 777

After using the Spear Man Brown formula it rose to .87 which was highly significant and proves that the test possessed sufficient amount of reliability.

VALIDITY:

The achievement test possess sufficient face validity because all the statements are very clear and are based on historical facts contained in relevant literature. There is no possibility of these items measuring any thing except for which they have been included in the test.

TIME LIMIT:

The respondents are expected to complete their responses to each item of the test within an hour.

DIRECTIONS:

SECTION-A : Some questions are given below. Each question is followed by three or four alternative answers, go through the question and answers carefully and put a tick (✓) against the correct answer in the bracket provided in front of it.

SECTION-B: Some historical facts are given below in two columns, A and B. Match the facts in Column A with those Column B and put correct numbers in the blank space provided in front of each item.

SECTION-C: Some statements are given below. Some of them are correct and some others are incorrect. Write 'T' in the brackets provided against the correct statements and 'F' in the brackets in front of the incorrect statements.

SECTION-D: Fill up the blank space in the following sentences by selecting suitable words from the list of alternative answers given in the beginning of each question.

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APPENDIX - A
(Final Draft of the test)

نام طالب علم - - - - - کلاس

- - - - - اسکول

مضمون تاریخ

مقررہ نمبر ۱۰۰

وقت ایک گھنٹہ

” مہربانی کر کے تمام سوالوں کے جواب دیجئے “

(نوٹ)

ہدایات :- ذیل میں کچھ سوالات دے ہوئے ہیں، یہ سوال کے نیچے
اس کے ممکن جواب دئے گئے ہیں، یہ سوال کو
غور سے پڑھ کر درست جواب کے آگے دئے ہوئے
پرکٹ میں صحیح کالساں (س) لگا دیجئے۔ غرض

① پتھر کے قدیم زمانے کا انسان ؟

- ① غاروں کی دیواروں پر عرب نگینوں کی تصویریں کھینچا تھا۔ ()
② فن مصوری و نقاشی اور ثبت تراشی میں مہارت حاصل کر لی تھی۔ ()
③ مصوری کے فن سے متاثر ناواؤں کا فن تھا۔ ()

② نئے پتھر کے زمانے سے مراد وہ زمانہ ہے کہ جب ؟

- ① انسان نے دھاتوں کا استعمال سیکھ لیا تھا۔ ()
② انسان پتھر کے کھدے اور ناہموار اوزار استعمال کرتا تھا۔ ()
③ انسان پتھر کے ہموار اور دکنہ گے اوزار بنانے لگا تھا۔ ()

③ نئے پتھر کے زمانے میں انسان ؟

- ① خانہ بدوش زندگی بسر کرتا تھا۔ ()
② مکانات میں رہتا تھا اور کتھن آبادیاں بنائی تھیں۔ ()
③ غاروں میں رہتا تھا۔ ()

- ۱۷) نئے پتھر کے زمانے میں انسان؟
- ۱) مٹی کے برتن بنانا شروع نہیں کیا کرتا تھا۔ ()
 - ۲) مٹی کے برتنوں کو تیز آگ میں کھپاتا تھا۔ ()
 - ۳) مٹی کے برتن بنانا نہیں جانتا تھا۔ ()
 - ۴) دھات کے نئے برتن اسے استعمال کرنا تھا۔ ()
- ۱۸) ہڑپا اور میسولوٹامیہ کے درمیان تجارت؟
- ۱) بحری راستوں سے ہوتی تھی۔ ()
 - ۲) برقی راستوں سے ہوتی تھی۔ ()
 - ۳) بحری اور برقی دونوں راستوں سے ہوتی تھی۔ ()
 - ۴) دونوں کے درمیان کوئی تجارتی تعلقات نہیں تھے۔ ()
- ۱۹) ہندو مذہب کا کونسا موجودہ عقیدہ ہڑپا کے لوگوں کے مذہبی عقیدوں کا بھی عقیدہ تھا؟
- ۱) اندر دوتا کی پوجا۔ ()
 - ۲) سردے کے جسم کو جلا کر۔ ()
 - ۳) گائے کی پوجا۔ ()
- ۲۰) ہڑپائی تہذیب میں فنون لطیفہ کی ترقی کا خاص سبب کیا تھا؟
- ۱) لوگوں کی فطری فانیج اہمال رہ گئی۔ ()
 - ۲) قریبی ممالک سے من کاروں کی آمد۔ ()
 - ۳) فنون لطیفہ میں لوگوں کی دلچسپی۔ ()
- ۲۱) وادی سندھ میں نظام حکومت کا سربراہ؟
- ۱) ایک منتخب بادشاہ ہوتا تھا۔ ()
 - ۲) منتخب لوگوں کی ایک کونسل ہوتی تھی۔ ()
 - ۳) علماء کی جماعت ہوتی تھی۔ ()

- ۹) ہڑیا کے لوگوں کی فنی صلاحیت کا پرچہ کیا ہے ؟
- ۱) ہرتنوں پر اعلیٰ درجہ کی نقاشی ہے۔ ()
- ۲) ہرتنوں کی سادہ بناوٹ سے۔ ()
- ۳) ہرتنوں پر بنے ڈیزائنوں اور عمدہ رنگ و رنگین ()
- ۴) زیادہ قسم کے بنے ہرتنوں کی موجودگی اسے۔ ()
- ۱۰) ہڑیا اور حوسن جداروں کی کھدائی نشان دہی کرتی ہے ؟
- ۱) ہڑیا کے لوگ شکار کر کے اپنی غذا حاصل کرتے تھے۔ ()
- ۲) وہ لوگ گیہوں، جو اور مسٹر کی کھیتی کرتے تھے۔ ()
- ۳) وہ غلہ اور کھانے کی چیزیں دوسرے ممالک سے منگاتے تھے۔ ()
- ۱۱) ہڑیا اور حوسن جداروں کے شہر اس حقیقت کی نشاندہی کرتے ہیں ؟
- ۱) ان کو شہر منصوبہ بند طریقہ سے بسانے کا علم تھا۔ ()
- ۲) انھوں نے شہر پیر دی مدد سے بسائے تھے۔ ()
- ۳) وہ منصوبہ بند شہر بسانے میں مہارت رکھتے تھے۔ ()
- ۱۲) میسوپوٹامیا کے معنی ہیں ؟
- ۱) پہاڑوں کے درمیان واقع علاقہ ()
- ۲) دریاؤں کے درمیان واقع خطہ ()
- ۳) دو آبادیوں کے درمیان واقع زمین کا خطہ ()

(5)

- ۱۸) ممی بنانے کے صحیح اصولوں کا مذہبی عقیدہ تھا کہ ؟
- ① مرنے کے بعد روح ختم ہو جاتی ہے۔ ()
 - ② مرنے کے بعد جسم اور ریح دونوں زندہ رہتے ہیں۔ ()
 - ③ مرنے کے بعد جسم ختم ہو جاتا ہے۔ ()

۱۹) یورپوں کا آبائی وطن ؟

- ① ہندوستان میں گنگا جمن کی وادی تھا۔ ()
- ② بحر اوقیانوس کے قریبی علاقے تھے۔ ()
- ③ تبت کا پلٹو تھا۔ ()
- ۲۰) قدیم آریہ دیوتاؤں کی تصویریں کبھی کبھان ؟

- ① بھگوت گیتا میں ہیں۔ ()
- ② رامائن میں ہیں۔ ()
- ③ رگ وید میں ہیں۔ ()

۲۱) حیدر گیت مورہ مگدہ کی سلطنت پر اس نے قبضہ کر رکھا کہ ؟

- ① اس کو سکندر کی مدد حاصل تھی۔ ()
- ② ہندو سلطنت کے عوام کی مدد حاصل تھی۔ ()
- ③ سکندر کے حملے کی وجہ سے چھوٹی چھوٹی ریاستیں کمزور ہو چکی تھیں۔ ()

۲۲) گاندھارا سکول آف آرٹ بنتیہ تھا ؟

- ① یونانی اور ہندوستانی تہذیبوں کے ملاپ کا۔ ()
- ② ہندو فن کاروں کی سخت محنت کا۔ ()
- ③ بدھ فن کاروں کی کوشش کا۔ ()

۲۳) یورپا طرز حکومت کے بارے میں معلومات کرنے کا سب سے پہلا ذریعہ ہے ؟

- ① ملند پینتھ۔ ()
- ② ارتھ شاستر۔ ()
- ③ مہا بھارت۔ ()

- (۳۰) زمین کی پیمائش اور نہروں کا منصوبہ بنانے میں مدد ملی ؟
- (۱) چین کے باشندوں کے حساب کے علم سے ۔ ()
- (۲) بخوم کے علم سے ۔ ()
- (۳) موسمیات کے علم سے ۔ ()
- (۳۱) جاگیرداروں کے نظام میں سب سے بڑی تعداد والا طبقہ کونسا تھا ؟
- (۱) بیرن (Baron) ()
- (۲) ویلن (villain) ()
- (۳) سرف (serf) ()
- (۳۲) جاگیردارانہ نظام نے ؟
- (۱) عہد وسطیٰ میں سماجی نظام کو برباد کر دیا ()
- (۲) حکومت کی مرکزیت کو ختم کر دیا اور اختیارات جاگیرداروں اور راجہ کے درمیان تقسیم کر دیے ()
- (۳) معاشی زندگی میں رکاوٹیں ڈالیں ()
- (۳۳) عہد وسطیٰ میں چرچے کی دین تھی ؟
- (۱) تعلیم کی ترقی ۔ ()
- (۲) سائنس کی ترقی ۔ ()
- (۳) قانون لطیفہ کی ترقی ۔ ()
- (۳۴) حضرت محمدؐ حب کی تاریخ ولادت ؟
- (۱) ۵۰۵ء ()
- (۲) ۵۷۱ء ()
- (۳) ۵۷۵ء ()
- (۳۵) اسلام کا بنیادی اصول ہے ؟
- (۱) ایک خدا اور اس کے پیغمبر پر مکمل یقین ۔ ()
- (۲) اسلام کے رسم و رواج کی اذیتگی ۔ ()
- (۳) غیر مسلموں کو زیر رستی اسلام قبول کرنا ۔ ()

(۸)

(۳۶) محمد صاحب کے جانشین کس نام سے جانے جاتے ہیں

- | | |
|-----|-----------|
| () | ۱۔ اداشاہ |
| () | ۲۔ سلطان |
| () | ۳۔ حلیف |

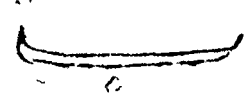
(۳۷) عہدِ وسطیٰ میں لودیوں کے سب سے بڑے شہر کا نام مختار تھا

- | | |
|-----|-------------------|
| () | ۱۔ کرات پور |
| () | ۲۔ کاشمیری پور |
| () | ۳۔ جالور پالہ پور |

(۳۸) عہدِ وسطیٰ کی پیشہ ورانہ گھنٹوں نے مدد دی

- ① پیشہ ورانہ قابلیت بڑھ گئی ہے اور پیشہ وروں کے مفادات کی حفاظت میں
- ② حکومت کے انتظامات کا عمل آسان ہو گیا ہے
- ③ عہدِ وسطیٰ کے سماجی ڈھانچہ کو کمزور کر گئے ہیں۔

بکبر ۲۸



ہدایات :- کچھ تاریخی حقائق سے رہے ہوئے ہیں۔ "ا" اور "ب" کے تحت سوچیں
 لکھتے ہوئے ہیں کالم "الف" میں دے دیں۔ تیلوں یا فوسل کے متعلق ان سے متعلق
 جملے یا فقرے کالم "ب" سے ملا کر لکھیں۔ دی ہوئی باتوں پر ان کے
 نمبرز لکھیں۔

ب

الف

- | | |
|--|--------------------------------------|
| (۱) لوہی صدی میں بہت سی راجپوت ریاستیں | (۱) عہدِ وسطیٰ میں ہندوستان کا علاقہ |
| (۲) ہندوستان میں برہمنوں کی حکومت | (۲) سرکاری اور غیر سرکاری ہندوستان |
| (۳) ہندوستان میں جاگیردارانہ نظام | (۳) سرکاری صدی |
| (۴) چنگیزی تحریک | (۴) آگے سے عائد نہیں ہیں۔ |

(۲)

- | | |
|---|----------------------------|
| (۱) عہدِ وسطیٰ میں چین سے تجارتی روابط | (۱) سرکاری کی لوجا |
| (۲) چین میں مانگ خاندان کے بادشاہوں نے | (۲) دعوت دہانے میں بہارت |
| (۳) چین میں لودیوں کی ریاستوں کے پل دیو | (۳) سری اور کھڑی راستوں پر |
| صدی کا یہ پائے گئے | |

(۱) عہدہ وسطی میں جس سے باشندوں کا عقیدہ رہا

(۲) سرکار کا اعلیٰ افسروں کا انتخاب عوامی

(۳) حکام کے ذریعہ

(۱) دریائے بل ماڈر سندھ

(۲) میراٹھ لکھ کرانے کے لئے بہت زیادہ دولت کی ضرورت

(۳) زراعت کو قدیم تہذیبوں کے دور پر فروغ ملا

(۴) مہر کا رسم الخط لکھتا تھا۔

(۱) آجھے اور زار اور سنائی کا بہت

(۲) لکھنوی لکھنوی

(۳) صرف اس پر لوگ لکھ کر سکتے تھے

(۴) مہر اس کو دینا مانتے تھے

(۱) چھوٹی آریہ حکومین بڑی ریاستوں میں تبدیل

(۲) ابتدائی بھارتی تہذیب

(۳) موریہ دور میں برہمن دھرم

(۴) وسط ایشیاء سے آئے والے ایک حملہ آور قوم

(۱) کھنیاں

(۲) ہندوستان اور غیر ملک

(۳) دھرم اور مذہب

(۴) چھٹی صدی قبل مسیح

(۱) عہد وسطی سے یورپ میں جاگیرداری نظام

(۲) ویلین (مذہب کا نام)

(۳) عہد وسطی میں یورپ

(۴) عہد وسطی میں سلطنت اور پھر کارشہ

(۱) جاگیرداروں کا نام

(۲) حضرت عیسیٰ کا نام

(۳) زمین کے مالک

(۴) اختیار ہوا اختیار

(۵) یورپ زیادہ با اختیار

(۱) عہد وسطی میں ابتدائی عیسائی راہبوں کا اصل کام

(۲) عہد وسطی میں چرچ کی تعلیم

(۳) بارہویں صدی کے یورپ کا مسیحی

(۴) عہد وسطی میں ڈراچ

(۱) سنگ لٹری

(۲) ذکر خدا

(۳) گناہ اور دواب کی جہنم

(۴) گولڈن ٹری

(۱) حضرت محمد صلی اللہ علیہ وسلم کی بدولت کے وقت

(۲) مسلمان قرآن اور حدیث کے مطابق

(۳) تپ دین

(۴) تاروں اور یاروں کا مطالعہ کر کے لکھا

(۱) رند گناہ کے لئے

(۲) اندھ اور بلی اور دھان

(۳) کارہ دور دورہ تھا

(۴) ابن سنانے علاج کیا

(۱۵)

- (۸) (۱) غریب نئے حالات سے روشناس ہوئے
(۲) ہجرت
(۳) عہد وسطی کا طریقہ فلسفی
(۴) چھٹک کا علاج
(۱) البرازی
(۲) تجارت کی نثری
(۳) ممالکوں کے سد کے اثرات
(۴) اس سینا

- (۹) (۱) نشاۃ نامہ Renaissance کی سرمد
(۲) زمین ایک ذیلی سیارہ ہے۔
(۳) زمین سورج کے چاروں طرف گھومتی ہے
(۴) مارش کو کھرنے ہرج کے رسم درواج کے
(۱) ۱۵۱۷ء
(۲) ۱۳۰۰ء
(۳) ۱۶۰۰ء
(۴) ۱۶۰۰ء

- (۱۰) (۱) واسکو ڈ گاما کالی لٹ آیا۔
(۲) ٹیس امریکہ کی دریافت کو ٹیس کی
(۳) جینر خاں نے غامہ پرورش کو پیلوں کو منظم کیا
(۴) حضرت محمد صلی اللہ علیہ وسلم کا وصال
(۱) ۱۴۱۲ء
(۲) ۱۲۰۰ء
(۳) ۶۲۲ء
(۴) ۱۳۹۸ء

- (۱۱) (۱) غنیمت اللہ کی اسرار الہیہ میں ہوئے۔
(۲) اہل دہلی نے کہا اس اوطان کی جنتیں آباد کی۔
(۳) سولہ کی شکست سے بعد غنیمت اللہ میں ہوئے۔
(۴) امریکہ میں مشینوں کا استعمال
(۱) ۱۸۱۵ء
(۲) ۱۸۰۰ء
(۳) ۱۷۵۰ء
(۴) ۱۷۳۰ء

- (۱۲) (۱) جہیں واٹ سے بھاب سے چلے والا انجن ایجاد کیا۔
(۲) خارج اسٹیشن نے کوئلہ بجائے سے لڑ بھاب کا انجن۔
(۳) کارٹر اسٹ سے پاور سے چلے والے کڑی کی ایجاد کی۔
(۴) ہندوستان میں پہلی مار ریل اسٹیشن چھان گئی۔
(۱) ۱۸۱۳ء
(۲) ۱۷۹۹ء
(۳) ۱۸۵۳ء
(۴) ۱۸۸۵ء

- (۱۳) (۱) لیونارڈو ڈوچی نے
(۲) ملٹن برگ انورسٹیٹ
(۳) ہارٹ گریوٹس
(۴) سیکم پیٹنم
(۱) سوٹ کاٹنے کی مشین
(۲) بکلی سٹرکس نوانے کا واقعہ
(۳) ہوائی ہمار پیا یا
(۴) ہوا سے ن اعدادی

- (۱۴) (۱) مورہ خاندان کی حکومت کی بنیاد پڑی۔
(۲) بدھ مذہب کی بنیاد گوتم بدھ نے ڈالی۔
(۳) ہندوستان میں ہندو مذہب کی بنیاد۔
(۴) ہندوستان میں پہلی جنگ آزادی لڑی۔
(۱) ۱۳۹۸ء
(۲) ۱۸۰۰ء
(۳) ۱۸۰۰ء
(۴) ۱۸۵۷ء

I (۱) وادی سندھ کی تہذیب کو قدیم ہندوستان کی تہذیب بھی کہا جاتا ہے۔ - - -)
 (۲) پٹریہ اور مین جداد اس وقت ہندوستان کا ایک حصہ ہیں۔ - - -)
 (۳) پٹریہ اور مین جداد کے درمیان پنجاب اور سندھ میں ہیں۔ - - -)
 (۴) وادی سندھ کی تہذیب ایک - - - - - نظم تہذیب تھی۔ - - -)

[illegible]

۷ شنگ حانداں کے دور حکومت میں جس کی سائنس اور تہذیب سے بہت ترکانہ۔۔۔۔۔
 (۲) عہد وسطیٰ میں چین کی زیادہ ترقی شدہ تہذیبوں سے بہت ترکانہ۔۔۔۔۔
 (۳) عہد وسطیٰ میں چین کے لوگوں کا خاص بہت زراعت سے۔۔۔۔۔
 (۴) عہد وسطیٰ میں چین میں زندگی بہت سارے ترکانہ۔۔۔۔۔

(۲) آئینہ سلطنت کا بیان سائرس تھا
(۳) قدیم ایران میں زیادہ تر کسان مارے ابدال تھے۔
(۴) قدیم ایران کا مذہب پارسی تھا۔
VII ① گفتنی انقلاب کی ابتداء ۱۸۵۷ء میں ہندوستان میں ہوئی۔
(۲) خود نیا تھو حاکم نامہ کی ابتداء ۱۷۵۷ء

۱۵ اکتوبر

[illegible]

(۱) بازار طین کی عمارات میں ۔ ۔ ۔ ۔ ۔ محافط قائل دکر ہے ۔

(۳) کافی عمر تک یورپ میں صرف — — — — — ہیں تعلیم یافتہ انسان تھے۔

(۴) عہد وسطیٰ کی موسیقی خاص طور پر - - - - - تھی۔

(۵) مٹیسی دور کے آثار = تقریباً یک سو سال پہلے انگلینڈ دینا کا خاص

..... ملک میں کیا تھا۔



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

الف

ھدایات :- ذیل میں کچھ سوالات دیئے ہوئے ہیں۔ ہر سوال کے نیچے اس کے ممکن جوابات دیئے گئے ہیں۔
ہر سوال کو غور سے پڑھ کر درست جواب کے آگے دیئے ہوئے بریکٹ میں صحیح (س) کا
نشان لگا دیجئے۔

۱۔ پتھر کے قدیم زمانے کا انسان ؟

- ۱۔ غاروں کی دیواروں پر صرف لکیروں سے تصویر بنا سکتا تھا۔ ()
 - ۲۔ فنِ مصوری و نقاشی اور بت تراشی میں مہارت حاصل کر لی تھی۔ ()
 - ۳۔ مصوری کے فن سے بالکل ناواقف تھا۔ ()
- ۲۔ نئے پتھر کے زمانے سے مراد وہ زمانہ ہے کہ جب ؟
- ۱۔ انسان نے دھاتوں کا استعمال سیکھ لیا تھا۔ ()
 - ۲۔ انسان پتھر کے بھدے اور ناہموار اوزار استعمال کرتا تھا۔ ()
 - ۳۔ انسان پتھر کے ہموار اور دستہ لگے اوزار بنانے لگا تھا۔ ()
- ۳۔ نئے پتھر کے زمانے میں انسان ؟

- ۱۔ خانہ بدوش زندگی بسر کرتا تھا ؟ ()
 - ۲۔ مکانوں میں رہتا تھا اور مستقل آبادیاں بسالی تھیں۔ ()
 - ۳۔ غاروں میں رہتا تھا۔ ()
- ۴۔ ہڑپا اور حیسو پٹا حبیہ کے درمیان تجارت ؟
- ۱۔ بحری راستوں سے ہوتی تھی۔ ()
 - ۲۔ بری راستوں سے ہوتی تھی۔ ()
 - ۳۔ بحری اور بری دونوں راستوں سے ہوتی تھی۔ ()
 - ۴۔ دونوں کے درمیان کوئی تجارتی تعلقات نہیں تھے۔ ()

۵۔ ہندو مذہب کا کونسا موجودہ عقیدہ ہڑپا کے لوگوں کے مذہبی عقیدوں کا بھی حصہ تھا؟

۱۔ اندر دیوتا کی پوجا۔ ()

۲۔ مردے کے جسم کو جلانا۔ ()

۳۔ گائے کی پوجا۔ ()

۶۔ ہڑپا کی تہذیب میں فنونِ لطیفہ کی ترقی کا خاص سبب تھا؟

۱۔ لوگوں کی فارغ البال زندگی۔ ()

۲۔ قریبی ممالک سے فنکاروں کی آمد۔ ()

۳۔ فنونِ لطیفہ میں لوگوں کی دلچسپی۔ ()

۷۔ وادی سندھ میں نظامِ حکومت کا سربراہ؟

۱۔ ایک منتخب بادشاہ ہوتا تھا۔ ()

۲۔ منتخب لوگوں کی ایک کونسل ہوتی تھی۔ ()

۳۔ علماء کی جماعت ہوتی تھی۔ ()

۸۔ ہڑپا اور موہن جو دھڑو کے شہر اس حقیقت کی نشاندہی کرتے ہیں؟

۱۔ ان کو شہر منصوبہ بند طریقہ سے بسانے کا علم تھا۔ ()

۲۔ انہوں نے شہر بیرونی مدد سے بسائے تھے۔ ()

۳۔ وہ منصوبہ بند شہر بسانے میں مہارت رکھتے تھے۔ ()

۹۔ جیسو پوٹامیہ کے معنی ہیں؟

۱۔ پہاڑوں کے درمیان واقع علاقہ۔ ()

۲۔ دریاؤں کے درمیان واقع خطہ۔ ()

۳۔ دو آبادیوں کے درمیان واقع زمین کا خطہ۔ ()

۱۰۔ سمیر تہذیب کا عروج کس سال میں ہوا؟

۱۔ ۲۶۰۰ ق۔ م۔ ()

۲۔ ۳۰۰۰ ق۔ م۔ ()

۳۔ ۳۴۰۰ ق۔ م۔ ()

۴۔ ۳۶۰۰ ق۔ م۔ ()

۱۱۔ مہیسو پوٹامیہ کے قمری کلینڈر اور موجودہ شمسی کلینڈر میں ؟

- ۱۔ ۱۱ دن کا فرق ہے ۔
- ۲۔ ۱۵ دن کا فرق ہے ۔
- ۳۔ ۸ دن کا فرق ہے ۔

۱۲۔ مہیسو پوٹامیہ کے ایک منظم تحریری طریقہ کا ارتقاء سب سے پہلے ؟

- ۱۔ بابل میں ہوا ۔
- ۲۔ اکاد میں ہوا ۔
- ۳۔ ارمین میں ہوا ۔
- ۴۔ سمیر میں ہوا ۔

۱۳۔ مہیسو پوٹامیہ کے باشندوں کی خوشحالی کی بنیاد تھی ؟

- ۱۔ اندرون ملک تجارت ۔
- ۲۔ ملک میں خام مال کی زیادہ پیداوار ۔
- ۳۔ بیرون ملک تجارت ۔
- ۴۔ غلہ کی زیادہ پیداوار ۔

۱۴۔ مہی بنانے کے پیچھے مصریوں کا مذہبی عقیدہ تھا کہ ؟

- ۱۔ مرنے کے بعد روح ختم ہو جاتی ہے ۔
- ۲۔ مرنے کے بعد جسم اور روح دونوں زندہ رہتے ہیں ۔
- ۳۔ مرنے کے بعد جسم ختم ہو جاتا ہے ۔

۱۵۔ آریوں کا آبائی وطن ؟

- ۱۔ ہندوستان میں گنگا جمنائی وادی تھا ۔
- ۲۔ بحر اوقیانوس کے قریبی علاقے تھے ۔
- ۳۔ تبت کا پلیٹو تھا ۔

۱۶۔ قدیم آریہ دیوتاؤں کی تعریف میں لکھے بھجن ؟

- ۱۔ بھگوت گیتا میں ہیں ۔
- ۲۔ رامائن میں ہیں ۔
- ۳۔ رگ وید میں ہیں ۔

۱۷۔ چندرگپت موریہ مگدھ کی سلطنت پر اس لئے قبضہ کر سکا کہ ؟

- ۱۔ اس کو سکندر کی مدد حاصل تھی۔ ()
- ۲۔ ندر سلطنت کے عوام کی مدد حاصل تھی۔ ()
- ۳۔ سکندر کے حملے کی وجہ سے چھوٹی چھوٹی ریاستیں کمزور ہو چکی تھیں۔ ()
- ۱۸۔ گاندھارا سکول آف آرٹ نیتجہ تھا ؟

- ۱۔ یونانی اور ہندوستانی تہذیبوں کے ملاپ کا۔ ()
- ۲۔ ہندو فنکاروں کی سونٹ محنت کا۔ ()
- ۳۔ بدھ فنکاروں کی کوشش کا۔ ()
- ۱۹۔ موریہ طرز حکومت کے بارے میں معلومات کرنے کا سب سے اہم ذریعہ ہے ؟

- ۱۔ ملند پنتھ۔ ()
- ۲۔ ارتھ شاستر۔ ()
- ۳۔ مہا بھارت۔ ()
- ۲۰۔ ذاتوں کی تقسیم نے قدیم ہندوستان کی تاریخ کو مضبوط بنایا ہے ؟
- ۱۔ اس نظام میں ملکی اور غیر ملکی دونوں کے لئے جگہ تھی۔ ()
- ۲۔ غیر ملکیوں کے لئے کوئی جگہ نہیں تھی۔ ()
- ۳۔ غلامی کی رسم نہیں تھی۔ ()

۲۱۔ آواگون کے بندھن سے نجات پانے کا آٹھ اصولوں کا راستہ دکھانے والے تھے ؟

- ۱۔ مہاویر سوامی۔ ()
- ۲۔ گوتم بدھ۔ ()
- ۳۔ شنکر اچاریہ۔ ()

۲۲۔ ہندو مذہب میں آواگون کے عقیدے کی بنیاد ہے ؟

- ۱۔ کرم کا اصول۔ ()
- ۲۔ ایک پرماتما کے وجود پر یقین۔ ()
- ۳۔ وشنو بھگتی پر یقین۔ ()

۲۳۔ لاؤزی اور کنفوشس کے مذہب کی بنیاد؟

- ۱۔ ایک خدا کے تصور پر تھی۔
- ۲۔ عالمی برادری کے خیال پر تھی۔
- ۳۔ انسان اور قدرت کے ایک دوسرے کے لئے لازم و ملزوم ہونے پر تھی۔

۲۴۔ جاگیرداری نظام میں سب سے بڑی تعداد والا طبقہ کہلاتا تھا؟

- ۱۔ بیرن
- ۲۔ ویلن
- ۳۔ سرف

۲۵۔ جاگیردارانہ نظام نے؟

- ۱۔ عہد وسطیٰ میں سماجی نظام کو برباد کر دیا
- ۲۔ حکومت کی مرکزیت کو ختم کر دیا اور اختیارات جاگیرداروں اور راجہ کے درمیان تقسیم کر دئے۔
- ۳۔ معاشی زندگی میں رکاوٹیں ڈالیں۔

۲۶۔ عہد وسطیٰ میں چہرچ کی دین تھی؟

- ۱۔ تعلیم کی ترقی۔
- ۲۔ سائنس کی ترقی۔
- ۳۔ فنونِ لطیفہ کی ترقی۔

۲۷۔ حضرت محمدؐ صاحب کی تاریخ ولادت؟

- ۱۔ ۵۰ھ
- ۲۔ ۵۱ھ
- ۳۔ ۵۲ھ

۲۸۔ عہد وسطیٰ میں یورپ کے کبھی شہروں کا انحصار تھا؟

- ۱۔ تجارت پر۔
- ۲۔ کاشتکاری پر۔
- ۳۔ جانور پالنے پر۔

۲۹۔ عہد وسطیٰ کی پیشہ وارانہ انجمنوں نے مرد دوی ؟

- ۱۔ پیشہ وارانہ قابلیت بڑھاتے ہیں اور پیشہ وروں کے ()
مفادات کی حفاظت میں۔
- ۲۔ حکومت کے اختیارات حاصل کرنے میں۔ ()
- ۳۔ عہد وسطیٰ کے سماجی ڈھانچے کو کمزور کرنے میں۔ ()

ب

ہدایات :- کچھ تاریخی حقائق نیچے دیئے ہوئے ہیں۔ سوالات ”الف“ اور ”ب“ کے حصوں میں لکھے ہوئے ہیں۔ کالم ”الف“ میں دیئے ہوئے جملوں یا فقروں کے مقابل ان سے متعلق جملے یا فقرے کالم ”ب“ سے تلاش کر کے سامنے دی ہوئی لائنوں پر ان کے نمبر لکھئے۔

”ب“

”الف“

- ۱۔ (۱) نویں صدی میں بہت سی راجپوت ریاستیں (۱) ہندو مسلم تہذیبوں کا ملاپ
- (۲) ہندوستان پر ترکوں کی حکومت (۲) مکرئی اور مغربی ہندوستان
- (۳) ہندوستان میں جاگیردارانہ نظام (۳) تیرھویں صدی
- (۴) بھگتی تحریک (۴) جاگیریں خاندانی نہیں تھیں
- ۲۔ (۱) عہد وسطیٰ میں چین کے تجارتی مراکز (۱) برکھوں کی پوجا
- (۲) چین سے نانگ خاندان کے بادشاہوں کے زائے ہیں (۲) دھات گلانے میں مہارت
- (۳) چین میں لوہے کی زنجیروں والے پل دسویں (۳) برسی اور بحری راستوں پر
- صدی میں بنائے گئے۔
- (۴) عہد وسطیٰ میں چین کے باشندوں کا عقیدہ (۴) سرکاری اعلیٰ افسروں کا
- انتخاب عوامی انتخابات کے ذریعہ
- رہا۔

۲۵ پیرامڈ تعمیر کرنے کے لئے بہت زیادہ
دولت کی ضرورت

(۳) زراعت کو قدیم تہذیبوں کے دور میں فروغ ملا

(۴) مصر کا رسم الخط کہلاتا ہے۔

۴۔ (۱) چھوٹی آریہ حکومتیں بڑی ریاستوں میں تبدیل

(۲) ابتداء میں بھارتی تہذیب

(۱۷) موریہ دور میں بارہ دھرم

تہذیب کا میل

(۴) وسط ایشیا سے آنے والی ایک حملہ آور قوم

۵۔ داہرہ وسطیٰ کے یورپ میں جاگیر داری نظام

(۲) ویلیئن (Villien)

(۳۴) عہد وسطیٰ میں یوپ

(۴) عہدِ وسطیٰ میں سلطنت اور ہرج و مرج کا رشتہ

۴۔ ۱۱) عمرو وسطیٰ میں ابترانی عیسائی راہوں کا

اصل لام

(۲) عہد وسطیٰ میں چہرچ کی تعلیم

(۱۷) بارہویں صدی کے یورپ کا فن تعمیر

(۴) عہد وسطیٰ میں ڈرامے

۷۔ (۱) حضرت محمدؐ صاحب کی پیدائش کے وقت

(۲) مسلمان قرآن اور حدیث کے مطابق

(۱) زندگی گزارنے لگے

(۲) اندھی تقلیدی اور حہالت

کادور دور ہوتا تھا۔

(۳) تنبہ و ق

(۴) تاروں اور سیاروں کا مطالعہ کرنے کے لئے

(۴) ابن سینا نے علاج کیا

- ۸-۱۱) عرب نئے خیالات سے روشناس ہوئے۔ (۱) الرازی
- (۲) ہجرت
- (۳) عہد وسطیٰ کا عربی فلسفی
- (۴) چیمپک کا علانج
- ۹- (۱) نشاہ نامہ Renaissance کی شروعات
- (۲) زمین ایک ذیلی سیارہ ہے
- (۳) زمین سورج کے چاروں طرف گھومتی ہے
- (۴) مارٹن لوتھر نے چرچ کے رسم و رواج کے خلاف
- ۱۰- (۱) واسکو ڈی گاما کالی کٹ آیا
- (۲) لیٹن امریکہ کی دریافت کو مجلس نے کی
- (۳) چینگیز خاں نے خانہ بدوش قبیلوں کو غنیم کیا
- (۴) حضرت محمدؐ صاحب کا وصال
- ۱۱- (۱) صنعتی انقلاب کی ابتداء انگلینڈ میں ہوئی
- (۲) ایل وہیلنے نے کپاس اوٹنے کی مشین ایجاد کی
- (۳) نیپولین کی شکست کے بعد صنعتی انقلاب میں تیزی
- (۴) امریکہ میں مشینوں کا استعمال
- ۱۲- (۱) جیمس واٹ نے بھاپ سے چلنے والا انجن ایجاد کیا
- (۲) جارج اسٹیفنسن نے کوئلہ لیجانے کے لئے بھاپ
- کا انجن استعمال کیا
- (۳) کارٹر رائٹ نے پاور سے چلنے والے کرگھے
- کی ایجاد کی
- (۴) ہندوستان میں پہلی بار ریل لائن بچھاٹی گئی۔
- ۱۳- (۱) یونارڈوچی نے
- (۲) ملٹن برگ اور کیٹر نے
- (۳) ہارگ گریوئیس
- (۴) میک ایڈیم
- (۱) الرازی
- (۲) تجارت کی ترقی
- (۳) مسلمانوں کے سنہ کی شروعات
- (۴) ابن سینا
- (۱) ۱۵۱۷ء
- (۲) ۱۳۰۰ء
- (۳) سوہویں صدی
- (۴) کوپرنکس
- (۱) ۱۴۹۲ء
- (۲) ۱۲۰۰ء
- (۳) ۱۶۲۲ء
- (۴) ۱۴۹۹ء
- (۱) ۱۸۱۵ء
- (۲) ۱۸۰۰ء
- (۳) ۱۷۵۰ء
- (۴) ۱۷۹۳ء
- (۱) ۱۸۱۴ء
- (۲) ۱۷۹۹ء
- (۳) ۱۸۵۳ء
- (۴) ۱۷۸۵ء
- (۱) سوت کا تنے کی مشین
- (۲) پٹی سٹرکیں بنوانے کا طریقہ
- (۳) ہوائی جہاز بنایا
- (۴) چھاپے خانے کی ایجاد

.....	(۱) چھٹی صدی - ق.م -	۱۴- (۱) موریہ خاندان کی حکومت کی بنیاد پٹری
.....	(۲) ۱۳۹۸ء	(۲) بدھ مذہب کی بنیاد گوتم بدھ نے ڈانی
.....	(۳) ۱۸۵۶ء	(۳) تیمور نے ہندوستان پر حملہ کیا
.....	(۴) ۱۸۵۷ء ق.م -	(۴) ہندوستانیوں نے پہلی جنگ آزادی لڑی

رج

ہدایات :- درج ذیل سطور میں کچھ جملے لکھے ہوئے ہیں ان میں سے کچھ صحیح اور کچھ غلط ہیں۔ صحیح جملوں کے سامنے دیئے ہوئے پریکٹ میں "T" اور غلط جملوں کے سامنے دیئے ہوئے پریکٹ میں "F" لکھئے۔

- I- (۱) وادی سندھ کی تہذیب کو قدیم ہندوستان کی تہذیب بھی کہا جاتا ہے۔ ()
 (۲) ہڑپا اور موہن جو دڑو اس وقت ہندوستان کا ایک حصہ ہیں۔ ()
 (۳) ہڑپا اور موہن جو دڑو کے مراکز پنجاب اور سندھ میں ہیں۔ ()
 (۴) وادی سندھ کی تہذیب ایک منظم تہذیب تھی۔ ()
- II- (۱) میسوپوٹامیہ کی تہذیب ہڑپا کی تہذیب سے زیادہ قدیم ہے۔ ()
 (۲) میسوپوٹامیہ اور ہڑپا کے درمیان تجارتی تعلقات قائم تھے۔ ()
 (۳) میسوپوٹامیہ میں راج صوابہ کے تحت تمام جرائم کی سزا ایک تھی۔ ()
 (۴) میسوپوٹامیہ کے لوگ مرنے کے بعد کی زندگی پر یقین رکھتے تھے۔ ()
- III- (۱) مصر کے لوگ دریائے نیل کو پوجتے تھے۔ ()
 (۲) اہرام راجاؤں کے مقبرے تھے۔ ()
 (۳) اہرام عام لوگوں کے مقبرے تھے۔ ()
 (۴) مصر میں تمام ضروریات کی چیزیں قبر میں جنازے کے ساتھ رکھی جاتی تھیں۔ ()
- IV- (۱) ذات پات کی تفریق عہد وسطیٰ میں اور زیادہ مضبوط ہو گئی۔ ()
 (۲) صوتی سلسلہ اور بھگتی تحریک میں یکسانیت پائی جاتی ہے۔ ()
 (۳) سکھ مذہب، ہندو اور اسلام مذہب کے ملے جلے اصولوں کا نتیجہ ہے۔ ()
 (۴) سکھ مذہب اور ہندو مذہب میں کوئی یکسانیت نہیں ہے۔ ()

- V (۱) شنگ خاندان کے دور حکومت میں چین کی سائنس اور تہذیب نے بہت ترقی کی۔ ()
- (۲) عہد وسطیٰ میں چین کی زیادہ آبادی شہروں میں رہتی تھی۔ ()
- (۳) عہد وسطیٰ میں چین کے لوگوں کا خاص پیشہ زراعت تھا۔ ()
- (۴) عہد وسطیٰ میں چین میں زندگی بہت سادہ تھی۔ ()
- VII (۱) ۳ ق۔ م۔ کے آنے تک ایران کے لوگوں نے کھارکے چاک کا استعمال ()
- سیکھ لیا تھا۔ ()
- (۲) اکیہنی سلطنت کا باقی ساگرس تھا۔ ()
- (۳) قدیم ایران میں زیادہ تر کسان فارغ البال تھے۔ ()
- (۴) قدیم ایران کا مذہب پارسی تھا۔ ()
- VIII (۱) صنعتی انقلاب کی ابتداء ۱۸۵۰ء میں ہندوستان میں ہوئی۔ ()
- (۲) قطب نما، مخفر ماسٹر، ہوا بھرنے کا پمپ، شیشہ سے پہلے کی شمالی نشیں ہیں۔ ()
- (۳) انگلینڈ میں پارلیمنٹ کا آغاز چارلس چہارم کے دور سے تصور کیا جاتا ہے۔ ()
- (۴) انگلینڈ میں پارلیمنٹ کا آغاز گیارہویں صدی سے تصور کیا جاتا ہے۔ ()



ہدایات :- مندرجہ ذیل کو خالی جگہوں میں بھرئیے۔

۱۔ ڈاٹ اور گنبد، چوکی، سڑکیں، یروشلم، عظیم شاعر۔

(۱) روم کے قدیم دور میں فوج کو ایک جگہ سے دوسری جگہ بھیجنے کے لئے ہنوائی گیس۔

(۲) مدراس کے نزدیک ایئر کلیڈ ٹنامی جگہ بھارت کی تجارت کی تھی۔

(۳) ورجیل بھی ایک تھا۔

(۴) روم کے لوگوں نے فنِ تعمیر میں بنا کر اہم سرکار کیا۔

(۵) فلسطین میں ہیروریا ست کی راجدھانی تھی۔

- ۲۔ راجہ، مہاراجہ ادھیراج، پنجاب، چین بدھ مذہب، تند خاندان۔
 (۱) آریہ لوگ مستقل طور پر پہلے میں آکر بسے۔
 (۲) چوتھی صدی قبل مسیح میں نے مگرہ پر حکومت کی۔
 (۳) موریہ دور میں تقریباً سارے بھارت کی حکومت چلاتا تھا۔
 (۴) کشان راجہ اپنے آپ کو کہلاتے تھے۔
 (۵) ذات پات کی مخالفت کا خاص اصول تھا۔
 ۳۔ جاگیردار، مذہبی، صنعتی، راہب اور پادری، کلیسا کی۔
 (۱) بار نظیم کی عمارات میں عمارت قابل ذکر ہے۔
 (۲) سرف خطہ زمین سے پورے طور سے بندھے تھے۔ ان کا آقا صرف اس وقت بدلتا تھا جب زمین فروخت ہو کر دوسرے کے قبضے میں چلی جائے۔
 (۳) کافی عرصہ تک یورپ میں صرف ہی تعلیم یافتہ انسان تھے۔
 (۴) عہد وسطیٰ کی موسیقی خاص طور پر تھی۔
 (۵) مشینی دور کے آغاز سے تقریباً (۵۰) پچاس سال پہلے انگلینڈ دنیا کا خاص ملک بن گیا تھا۔

جوابات

الف

سوال نمبر	جواب	سوال نمبر	جواب	سوال نمبر	جواب	سوال نمبر	جواب
۱	۲	۱۱	۳	۲۱	۳	۳۱	۳
۲	۳	۱۲	۲	۲۲	۱	۳۲	۲
۳	۲	۱۳	۲	۲۳	۲	۳۳	۱
۴	۲	۱۴	۱	۲۴	۱	۳۴	۲
۵	۱	۱۵	۲	۲۵	۲	۳۵	۱
۶	۳	۱۶	۲	۲۶	۱	۳۶	۳
۷	۳	۱۷	۳	۲۷	۱	۳۷	۱
۸	۲	۱۸	۲	۲۸	۲	۳۸	۱
۹	۳	۱۹	۲	۲۹	۳		
۱۰	۳	۲۰	۳	۳۰	۱		

ب

سوال نمبر	جواب	سوال نمبر	جواب
۱	(۱-۲)؛ (۲-۳)؛ (۳-۴)؛ (۴-۱)۔	۸	(۱-۲)؛ (۲-۳)؛ (۳-۴)؛ (۴-۱)۔
۲	(۱-۳)؛ (۳-۲)؛ (۲-۴)؛ (۴-۱)۔	۹	(۱-۲)؛ (۲-۳)؛ (۳-۴)؛ (۴-۱)۔
۳	(۱-۴)؛ (۴-۳)؛ (۳-۲)؛ (۲-۱)۔	۱۰	(۱-۴)؛ (۴-۳)؛ (۳-۲)؛ (۲-۱)۔
۴	(۱-۲)؛ (۲-۳)؛ (۳-۴)؛ (۴-۱)۔	۱۱	(۱-۳)؛ (۳-۲)؛ (۲-۴)؛ (۴-۱)۔
۵	(۱-۳)؛ (۳-۲)؛ (۲-۴)؛ (۴-۱)۔	۱۲	(۱-۲)؛ (۲-۳)؛ (۳-۴)؛ (۴-۱)۔
۶	(۱-۲)؛ (۲-۳)؛ (۳-۴)؛ (۴-۱)۔	۱۳	(۱-۳)؛ (۳-۲)؛ (۲-۴)؛ (۴-۱)۔
۷	(۱-۲)؛ (۲-۳)؛ (۳-۴)؛ (۴-۱)۔	۱۴	(۱-۲)؛ (۲-۳)؛ (۳-۴)؛ (۴-۱)۔

A P P E N D I X - C

Table showing the ^{has}individual scores of 235 Students
for Class X in different Schools in Alicharh

No. of Students	Marks Obtained	No. of Students	Marks Obtained
1.	35	119.	76
2.	31	120.	29
3.	33	121.	79
4.	59	122.	55
5.	38	123.	66
6.	54	124.	35
7.	57	125.	37
8.	57	126.	63
9.	62	127.	66
10.	62	128.	84
11.	50	129.	38
12.	48	130.	17
13.	41	131.	43.
14.	48	132.	16
15.	39	133.	84
16.	41	134.	43
17.	16	135.	37
18.	72	136.	37
19.	80	137.	52
20.	53	138.	59
21.	35	139.	49
22.	26	140.	38
23.	30	141.	32
24.	38	142.	24
25.	43	143.	84
26.	42	144.	80
27.	52	145.	45
28.	58	146.	33
29.	53	147.	51
30.	00	148.	52
31.	44	149.	52
32.	55	150.	39
33.	36	151.	48
34.	72	152.	86
35.	63	153.	43
36.	56	154.	31
37.	16	155.	78
38.	64	156.	33
39.	53	157.	49
40.	60	158.	27
41.	46	159.	16

No. of Students	Marks Obtained	No. of Students	Marks Obtained
42.	49	160.	84
43.	33	161.	59
44.	53	162.	61
45.	77	163.	57
46.	52	164.	48
47.	58	165.	69
48.	27	166.	35
49.	43	167.	36
50.	72	168.	31
51.	67	169.	84
52.	78	170.	29
53.	71	171.	55
54.	44	172.	71
55.	64	173.	67
56.	43	174.	64
57.	50	175.	72
58.	69	176.	41
59.	63	177.	52
60.	36	178.	74
61.	47	179.	54
62.	58	180.	48
63.	63	181.	77
64.	48	182.	76
65.	67	183.	54
66.	59	184.	35
67.	70	185.	65
68.	40	186.	62
69.	47	187.	70
70.	39	188.	54
71.	79	189.	58
72.	54	190.	48
73.	49	191.	44
74.	40	192.	34
75.	54	193.	64
76.	83	194.	47
77.	49	195.	71
78.	53	196.	41
79.	38	197.	45
80.	71	198.	47
81.	74	199.	65
82.	60	200.	45
83.	52	201.	35
84.	34	202.	46
85.	60	203.	70

No. of Students	Marks Obtained	No. of Students	Marks Obtained
86.	58	204.	82
87.	60	205.	44
88.	53	206.	29
89.	37	207.	49
90.	58	208.	69
91.	53	209.	56
92.	78	210.	47
93.	67	211.	21
94.	53	212.	75
95.	45	213.	56
96.	42	214.	59
97.	69	215.	51
98.	77	216.	79
99.	72	217.	60
100.	70	218.	50
101.	45	219.	51
102.	58	220.	50
103.	72	221.	47
104.	81	222.	40
105.	44	223.	38
106.	45	224.	46
107.	54	225.	22
108.	39	226.	58
109.	32	227.	51
110.	57	228.	50
111.	35	229.	50
112.	65	230.	53
113.	31	231.	52
114.	61	232.	54
115.	46	233.	48
116.	47	234.	27
117.	77	235.	79
118.	35		

Total Mean of the Achievement Test - 52.1872

Standard Deviation - 16.1020

A P P E N D I X - D

Table showing the scores of two
extremes of try out groups

S.No.	<u>Extreme-1</u>	<u>Extreme-2</u>
	<u>Low Achievers</u>	<u>High Achievers</u>
	<u>Groups</u>	<u>Groups</u>
	<u>Achievements</u>	<u>Achievements</u>
1.	00	86
2.	16	84
3.	16	84
4.	16	84
5.	16	84
6.	17	84
7.	21	83
8.	22	82
9.	24	81
10.	26	80
11.	27	80
12.	27	79
13.	27	79
14.	29	79
15.	29	79
16.	29	78
17.	30	78
18.	31	78
19.	31	77
20.	31	77
21.	31	77
22.	32	77
23.	32	76
24.	33	76
25.	33	75
26.	33	74
27.	33	74
28.	34	72
29.	34	72
30.	35	72
31.	35	72
32.	35	72
33.	35	72
34.	35	71
35.	35	71

- 2 -

Contd.

36.	35	71
37.	35	71
38.	36	70
39.	36	70
40.	36	70
41.	37	70
42.	37	69
43.	37	69
44.	37	69
45.	38	69
46.	38	67
47.	38	67
48.	38	67
49.	38	67
50.	38	66
51.	39	66
52.	39	65
53.	39	65
54.	39	65
55.	40	64
56.	40	64
57.	40	64
58.	41	64
59.	41	63
60.	41	63
61.	41	63
62.	42	63
63.	42	62
64.	43	62
65.	43	62
66.	43	61
